

The background of the page features a large, faint, light blue seal of the U.S. Department of Education. The seal is circular, with the words "DEPARTMENT OF EDUCATION" arched across the top and "UNITED STATES OF AMERICA" arched across the bottom. In the center of the seal is a stylized oak leaf wreath. Above the wreath is a sunburst, and below it is a scroll with a small emblem. Two stars are positioned on either side of the central wreath.

U.S. DEPARTMENT OF EDUCATION

The Biennial Report to Congress On the Implementation of the Title III State Formula Grant Program

School Years 2006–08

**The Biennial Report to Congress
On the Implementation of the
Title III State Formula Grant Program**

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U.S. DEPARTMENT OF EDUCATION

**Office of English Language Acquisition, Language Enhancement and
Academic Achievement for Limited English Proficient Students**

May 2012

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U.S. Department of Education

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Secretary

Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students

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May 2012

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Abbreviations and Definitions

Abbreviations

AMAO	Annual Measurable Achievement Objective
AYP	Adequate Yearly Progress (from Title I, Part A, of the <i>ESEA</i>)
CBO	community-based organization
CSPR	Consolidated State Performance Report
<i>ESEA</i>	<i>Elementary and Secondary Education Act of 1965</i>
LEA	Local education agency
LEP	Limited English Proficient
LIEP	language instruction educational program
MFLEP	monitored former LEP
NCELA	National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs
OELA	Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students

Definitions Related to LEP Students as Stated in *ESEA*

Annual Measurable Achievement Objectives—

- (A) shall include—
 - (i) at a minimum, annual increases in the number or percentage of children making progress in learning English;
 - (ii) at a minimum, annual increases in the number or percentage of children attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency consistent with section 1111(b)(7); and
 - (iii) making adequate yearly progress for limited English proficient children as described in section 1111(b)(2)(B) (*ESEA*, §3122(a)(3)).

Limited English Proficient means an individual—

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)
 - (i) who was not born in the United States or whose native language is a language other than English;
 - (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
 - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society (*ESEA*, §9101(25)).

Monitored Former Limited English Proficient (MFLEP)—

are students who have transitioned into classrooms not tailored to limited English proficient children, and have a sufficient level of English proficiency to permit them to achieve in English and transition into classrooms not tailored to limited English proficient children (*ESEA*, §3121(c)(1)(B)).

Immigrant Children and Youth.—The term 'Immigrant children and youth' means individuals who—

- (A) are aged 3 through 21;
- (B) were not born in any State; and
- (C) have not been attending one or more schools in any one or more States for more than 3 full academic years (*ESEA*, §3301(6)).

Executive Summary

This is the third biennial report to Congress on the implementation of the *Elementary and Secondary Education Act's* Title III State Formula Grant Program (also known as the English Language Acquisition State Grants Program). This report provides information regarding the U.S. Department of Education's (Department) efforts to hold states accountable for ensuring that all limited English proficient (LEP) students attain English proficiency and are achieving in reading/language arts and mathematics at the same high level set by the states for all students. Under these grants, states also are accountable for the education of immigrant children and youth.

The two previous biennial reports documented states' efforts for the school years (SYs) 2002–04 and 2004–06. This report on how well states are meeting their goals for LEP students' content area achievement and English proficiency presents data from the 2006–07 and 2007–08 school years. These data are state-reported, but not all states provided all the data requested. In many, but not all, cases the states provided an explanation for why required data were not submitted. Throughout this document, the number of states providing information is noted.

Also, the Commonwealth of Puerto Rico received Title III funding in only one year (SY 2006–07) covered by this report. The Commonwealth reports the number of limited Spanish proficient students (instead of limited English proficient students) and provides services for limited Spanish proficient students. Only the funding that the Commonwealth receives and the number of limited Spanish proficient students identified are reported in the main body of this report; additional information on Puerto Rico is included in the state profiles section of the report.

The following summarizes data submitted by states in the Consolidated State Performance Reports (CSPRs) for school years 2006–07 and 2007–08.

- Since the first biennial report for SY 2002–03, there has been just over a 7 percent increase in the number of K–12 LEP students identified in the United States (see Figure 1).
- The number of K–12 LEP students in the United States remained fairly steady during the years covered by the report and was more than 4.6 million in the 2007–08 school year (see Figure 1 and Table 2).
- In SY 2007–08, about 94 percent of LEP students participated in Title III-funded programs (see Figure 1 and Table 2).

- In both SYs 2006–07 and 2007–08, about 86 percent of LEP students were Spanish-speakers (see Table 3).
- The CSPR lists 10 broadly defined language instruction educational programs (see Figure 2). States are instructed to report the type(s) of LIEPs offered by subgrantees. Most states reported that subgrantees used more than one type of LIEP. In school year 2007–08, at least one subgrantee in each of 50 states and the District of Columbia offered LIEPs that provided instruction only in English. In that same year, at least one subgrantee in each of 42 states, and the District of Columbia, offered LIEPs that use English and another language.
- Each year, states are required to ensure the assessment of LEP students' English proficiency (see Table 6).
 - In school year 2006–07, 39 states and the District of Columbia reported the percentage of LEP students who were making progress in learning English. For the same school year, 40 states and the District of Columbia reported the percentage of LEP students who had attained proficiency in English.
 - In school year 2007–08, 47 states and the District of Columbia reported the percentage of LEP students making progress in learning English. In the same school year, 49 states and the District of Columbia reported the percentage of LEP students who had attained proficiency in English.
 - Because states use different standards, assessments, and criteria for determining proficiency, reporting a national percentage of students making progress in, or attaining, English would not yield valid and reliable information.
- Based on the subgroup of LEP students tested for academic achievement, states must report the percentage scoring "proficient" or above for reading/language arts and mathematics. For both years of this report, all states and the District of Columbia provided this information (see Table 7). Because states use different standards, different assessments and different criteria for determining proficiency, comparing across states or calculating an overall national percentage of students proficient in reading/language arts or mathematics would not yield valid and reliable information.
- States also must track for two years the continuing educational progress of students who were formerly classified as LEP (referred to as "monitored former LEP students" or MFLEP students) (see Table 8).
 - In SY 2006–07, 47 states and the District of Columbia tracked the continuing educational progress of 901,919 MFLEP students.
 - In SY 2007–08, 48 states and the District of Columbia tracked the continuing education progress of 732,533 MFLEP students.
 - In both school years 2006–07 and 2007–08, well over half of all states reported that the percentage of MFLEP students scoring at or above the proficient level matched, or was greater than, the percentage of "all students" who scored proficient or above in reading/language arts and mathematics (see the individual state profiles).
- States must report on subgrantees' progress in meeting the Annual Measurable Achievement Objectives (AMAOs): (1) making progress in learning English, (2) attaining English proficiency, and (3) scoring proficient or above in reading/language arts and mathematics.

- In SY 2006–07, 58 percent of states' subgrantees met their targets for all three AMAOs (i.e., for progress in English proficiency, attaining English proficiency, and achievement in reading/language arts and mathematics).
- In SY 2007–08, 59 percent of these subgrantees met their targets for all three AMAOs.
- States also must report whether the state, as a whole, has met the state's targets for all three AMAOs (see text of page 25).
 - For SY 2006–07, 48 states and the District of Columbia provided this information; 17 states met their three AMAOs.
 - For SY 2007–08, 49 states and the District of Columbia provided this information; 11 states met their three AMAOs.
- States must report the number of Title III-funded programs or activities, if any, that were terminated because they were unable to reach program targets. During the two years that are the focus of this report, Pennsylvania terminated a total of 15 programs for not reaching program targets. No other state terminated a program for not reaching program targets).
- States are asked to report the number of teachers currently working in Title III programs, and the additional number that they projected they would need in five years (i.e., the number they will need in school years 2011–12 and 2012–13; see Figure 5).
 - In SY 2006–07, 47 states and the District of Columbia reported that they employed 254,669 certified or licensed teachers and projected they would need an additional 55,867 teachers in five years.
 - In SY 2007–08, 50 states and the District of Columbia reported that they employed 255,801 certified or licensed teachers and projected they would need an additional 67,257 teachers in five years.

Introduction to National Overview

An essential goal of the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*), is to ensure that students who are not proficient in English receive a quality education and achieve the same academic success as their English-proficient peers.

In this *Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2006–07 and 2007–08* (henceforth the *Biennial Report to Congress*), the U.S. Department of Education provides data reported by the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico,¹ related to the education of limited English proficient (LEP) students for the 2006–07 and 2007–08 school years.

Title III, Part A

The overall goals of Title III of the *ESEA* are to ensure that LEP students, including immigrant children and youth, attain English proficiency while meeting the same challenging state academic content and student academic achievement standards as all children (*ESEA*, §3102(1)). To accomplish these goals, each state² has developed, and many have refined, an integrated system of English proficiency standards aligned with the achievement of its academic content standards, as well as English proficiency assessment(s) aligned with standards and Annual Measurable Achievement Objectives (AMAOs; explained in more detail on the next page) that set objectives and targets for ensuring that LEP students make progress in learning English and attain English proficiency.

Accountability requirements

Title III requires states to establish English proficiency standards that include the recognized language domains of reading, writing, speaking, and listening, and, as also required by Title I of *ESEA*, to develop assessments to measure the English proficiency of LEP students on an annual basis. States also are required to establish standards in reading/language arts and mathematics, and to ensure that appropriate assessments are used to measure students' achievement levels. States set AMAO

¹ The Commonwealth of Puerto Rico reports the number of limited Spanish proficient (LSP) students identified, serves LSP students and reports these numbers as "Title III-served."

² Henceforth generic use of the term "state" in reference to the actions, obligations, or requirements of the states refers to the 50 states as well as the District of Columbia and the Commonwealth of Puerto Rico. Specific uses (for example, counts of states providing information) will distinguish among states, the District of Columbia, and the Commonwealth of Puerto Rico, as appropriate.

targets in their responses to the criteria described in *ESEA* §3122(a) and use these AMAOs to measure the performance of Title III subgrantees³ and to hold the subgrantees accountable for the achievement of LEP students, just as the states are held accountable through these same AMAOs.

The first two AMAOs pertain to students' acquisition of the English language, while the third AMAO focuses on academic performance in reading/language arts and mathematics:

- *AMAO 1* measures the extent to which K–12 LEP students make progress in learning English;
- *AMAO 2* measures the extent to which K–12 LEP students attain English proficiency; and
- *AMAO 3* measures the academic achievement of LEP students in grades 3-8 and once in high school for mathematics and reading/language arts. This is in accordance with the adequate yearly progress (AYP) measure as it applies to the LEP subgroup, as required under Title I of *ESEA*.

Accountability

To ensure the implementation of these requirements, Title III establishes improvement criteria that will apply to subgrantees that do not meet the states' annual targets for any of the three AMAOs. After two consecutive years of not meeting the targets, a subgrantee must develop an improvement plan that addresses the reasons the subgrantee did not meet the targets. If a subgrantee does not meet the AMAOs for four consecutive years, the state shall either:

- (1) require the subgrantee to modify its curriculum, program, and method of instruction, or
- (2) determine whether the subgrantee should continue to receive Title III funds and require the subgrantee to replace educational personnel relevant to the factors that prevented it from meeting the AMAOs (*ESEA*, §3122(b)(2) and §3122(b)(4)).

In addition, the subgrantee must inform parents of children participating in LIEPs about the failure of the program to meet its AMAOs and must do so within 30 days after the failure occurs. The information must be in an understandable and uniform format that,

³ Title III grants are allocated to states, which then provide funding to local educational agencies (school districts) and consortia of local educational agencies, all known as "subgrantees."

to the extent possible, is in a language that the parent can understand (*ESEA* §3302(b) and (c)).

State allocations

Title III formula allocations to states are based on the number of LEP students and immigrant students in the state, using data obtained from the American Community Survey of the U.S. Census Bureau. Each state is allocated a minimum of \$500,000 per school year. States then allocate Title III funds as subgrants to one or more LEAs, based on the number of LEP students and immigrant children and youth in schools served by the subgrantee. States may use up to 5 percent of their Title III grant for professional development; planning, evaluation, and interagency coordination related to subgrant activities; providing technical assistance to subgrantees; and recognizing those subgrantees that have exceeded their Title III AMAOs (*ESEA*, §3111(b)(2)). Up to 60 percent of the 5 percent reservation, or up to \$175,000, whichever is greater, may be used for administrative expenses (*ESEA*, §3111(b)(3)).

Table 1 lists Title III funds allocated to each state for school years 2006–07 and 2007–08. In SY 2006–07, \$617,176,837 of Title III funds was provided to the states; in SY 2007–08, \$617,176,836 was provided. The Commonwealth of Puerto Rico received no funds during the 2007–08 school year.

Report Objectives and Design

This *Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2006–07 and 2007–08* is the third *ESEA*-required analysis of state-submitted data on LEP students and immigrant children and youth served by Title III, as defined by each state and measured by appropriate assessment(s).⁴ This report provides the following required reporting elements, as described in §3123(b)(1–9) of *ESEA*:

1. A summary of programs and activities carried out to serve LEP children under this part, and an assessment of the effectiveness of such programs and activities in improving the academic achievement and English proficiency of these children;
2. A review of the types of language instruction educational programs (LIEPs) used by local educational agencies ... receiving [Title III] funding;

⁴ The first report was submitted to Congress in March 2005 and the second report was submitted to Congress in June 2008. Both reports are available at <http://www.ncela.gwu.edu/accountability/#accountability>.

3. A critical synthesis of data reported by eligible entities to states under §3121(a);
4. A description of technical assistance and other assistance provided by state educational agencies under §3111(b)(2)(C);
5. An estimate of the number of certified or licensed teachers working in LIEPs and an estimate of the number [who] will be needed for the succeeding five fiscal years;
6. The major findings of scientifically based research carried out under this part;
7. The number of programs or activities, if any, that were terminated because the entities carrying [them] out were not able to reach program goals;
8. The number of LEP students served by eligible entities [subgrantees] receiving [Title III] funding who were transitioned out of [Title III-funded] LIEPs into classrooms where instruction is not tailored for LEP students; and
9. [If appropriate,] other information gathered from the evaluations from specially qualified agencies and other reports submitted to the secretary [of education].

The main focus of this report is elements 1, 2, 3, 5, 7, and 8. Appendix A, however, provides synthesized information regarding all nine reporting elements.

Table 1. Title III funding for LEP students, by state: School years 2006–07 and 2007–08

State ^a	SY 2006–07	SY 2007–08
Alabama	\$3,174,723	\$3,292,640
Alaska	\$951,490	\$654,107
Arizona	\$17,374,634	\$19,762,263
Arkansas	\$3,612,909	\$2,734,955
California	\$166,955,253	\$169,943,708
Colorado	\$9,613,097	\$9,861,486
Connecticut	\$5,571,146	\$5,487,120
Delaware	\$1,212,964	\$1,360,340
District of Columbia	\$583,745	\$595,892
Florida	\$42,709,671	\$40,859,272
Georgia	\$13,188,888	\$15,192,009
Hawaii	\$2,298,533	\$2,589,790
Idaho	\$2,030,270	\$1,840,683
Illinois	\$28,836,450	\$27,632,522
Indiana	\$10,667,335	\$6,612,576
Iowa	\$2,020,724	\$2,535,476
Kansas	\$2,740,852	\$3,407,085
Kentucky	\$3,118,830	\$2,811,107
Louisiana	\$2,346,119	\$2,187,267
Maine	\$621,027	\$568,653
Maryland	\$7,437,226	\$9,173,382
Massachusetts	\$9,855,919	\$11,074,722
Michigan	\$8,594,099	\$10,423,737
Minnesota	\$7,098,282	\$6,739,911
Mississippi	\$742,851	\$1,320,656
Missouri	\$3,100,690	\$3,636,617
Montana	\$500,000	\$500,000
Nebraska	\$2,130,605	\$2,394,094
Nevada	\$8,673,706	\$6,039,870
New Hampshire	\$823,886	\$775,571
New Jersey	\$16,783,993	\$18,309,686
New Mexico	\$4,051,960	\$4,361,669
New York	\$53,526,957	\$44,939,836
North Carolina	\$12,582,872	\$12,318,021
North Dakota	\$500,000	\$500,000
Ohio	\$8,027,863	\$7,723,735
Oklahoma	\$3,843,474	\$3,391,829
Oregon	\$6,888,009	\$7,672,916
Pennsylvania	\$11,458,626	\$11,402,463
Puerto Rico ^b	\$3,085,884	\$0
Rhode Island	\$1,950,367	\$2,087,491
South Carolina	\$2,502,240	\$4,306,276
South Dakota	\$500,000	\$732,606
Tennessee	\$5,523,057	\$4,804,552
Texas	\$85,865,561	\$88,356,253
Utah	\$3,652,520	\$3,555,348
Vermont	\$500,000	\$500,000
Virginia	\$9,823,062	\$10,341,267
Washington	\$10,265,825	\$12,857,842
West Virginia	\$500,000	\$500,000
Wisconsin	\$6,258,643	\$6,007,535
Wyoming	\$500,000	\$500,000
Total	\$617,176,837	\$617,176,836

^a Includes the District of Columbia and the Commonwealth of Puerto Rico. ^bIn SY 2007–08, Puerto Rico received no Title III funds.

NOTE: Funding is based on a combination of numbers of students identified as "not speaking English 'very well'" by the American Community Survey of the U.S. Census (ACS) and numbers of immigrant students identified by the ACS (80 percent and 20 percent, respectively), not on numbers reported by the states in the Consolidated State Performance Reports.

SOURCE: U.S. Department of Education, Budget Service, 2009 and 2010.

Data Collection

The data in this document are self-reported by states, which are responsible for collecting and submitting the data. Unless specifically noted otherwise, data reported are from the U.S. Department of Education's Consolidated State Performance Reports (CSPRs) for school years 2006–07 and 2007–08. The 2006–07 school year was the first year for which states were required to report data through the EDEN/EDFacts system, a secure online data collection instrument into which states enter information on a range of *ESEA* programs.⁵ For school year 2006–07, the data reported for this document were verified by the Office of Elementary and Secondary Education (OESE), as accurate as of March 2008. For school year 2007–08, the data were verified by OESE as accurate as of March 2009.

Not all states provided data in each of the requested areas. In some cases, states provided explanation(s) for not providing data and some indicated that they had discussed the issues with the Department. Sample explanations for the lack of data included an inability to report students' progress in learning English due to changing English proficiency assessment, an inability to report due to "unstable" data that could not be verified, an inability to report due to ongoing revisions to the data collection system, or data were "unavailable." Although states were provided with an opportunity to modify the data they had reported, most had not done so by the cut-off dates for this report. The number of states providing data for each CSPR element is reported throughout this document. Finally, "no data" is used when a state provided no information while "0" (zero) is used when a state reported no students in a given category.

This report has been prepared for multiple audiences, including members of Congress, state and national organizations, state and local educational personnel, and researchers. To ensure that the information is clear and useful to these audiences, the data from any sources other than the CSPRs are clearly identified through citations and in the reference list.

⁵ Copies of the complete CSPR data collection instrument are available on the website of the National Clearinghouse for English Language Acquisition. The SY 2006–07 CSPR data collection instrument can be retrieved from http://www.ncela.gwu.edu/files/uploads/14/PartI_CSPR_SY2006_07.pdf. The 2007–08 data collection instrument can be retrieved from http://www.ncela.gwu.edu/files/uploads/14/PartI_CSPR_SY2007_08.pdf.

Language Instruction for Limited English Proficient Students: National Overview of Key Results

This section includes tables and figures providing state-reported data regarding the education of LEP students, immigrant children and youth, and MFLEP students. It also provides some general statements describing overall state progress in meeting the *ESEA* requirements.

Issues in Comparing Data Across States

It is important to stress that comparisons of student achievement across states, across grades, and within states would not yield valid and reliable information, due to the many variations from state to state. Each state has its own standards, assessments, and criteria for “proficiency,” for both English proficiency and academic content as well as its own identification and exit criteria for English proficiency. Thus the same child could be designated “proficient” in English or in mathematics in one state, but not in another.

A Description of Limited English Proficient Students

In the sections that follow, the number of EL students identified and receiving services, the languages most commonly spoken by ELs, and issues related to immigrant children and youth are described.

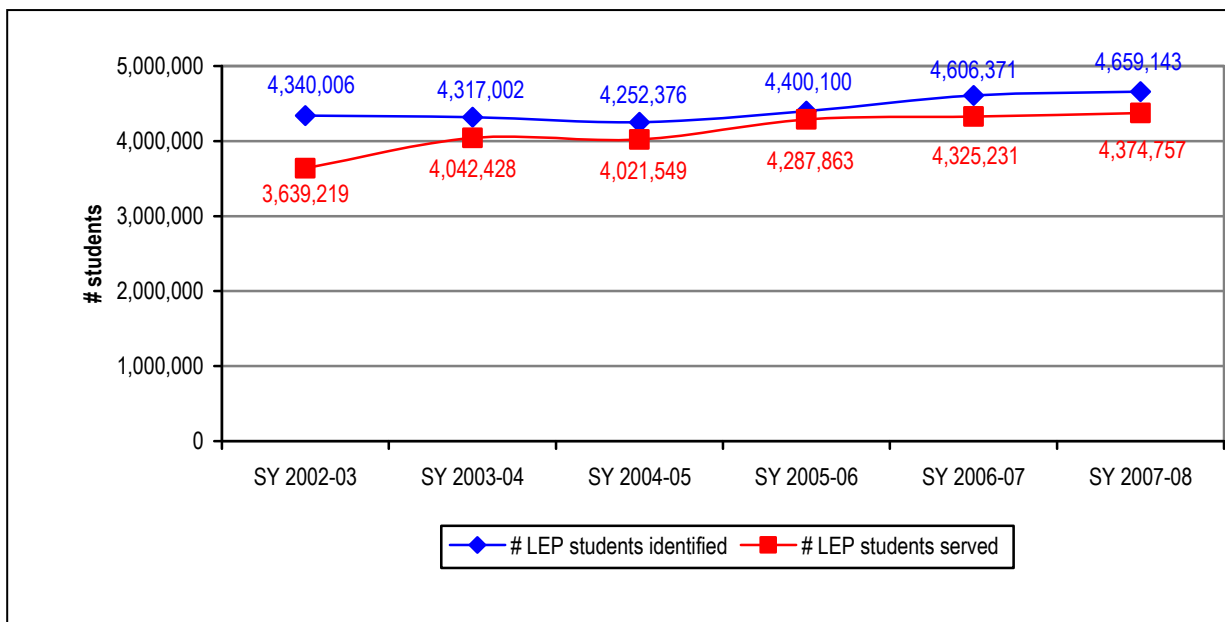
Number of students

The data submitted by states in SY 2007–08 indicate that there are over 4.6 million students identified as LEP based on an assessment of their English proficiency. LEP students are among the fastest-growing demographic groups of students in the United States. According to the National Center for Education Statistics (2008), the total student enrollment in elementary and secondary schools in the United States grew by approximately 3 percent from the fall of 2002 to the fall of 2008.⁶ During that same time period, however, the number of K–12 students identified as LEP grew by approximately 7 percent, while the number served in programs funded by Title III increased by nearly 21 percent.⁷ Figure 1 shows these data for school years 2002–03 through 2007–08.

⁶ These years were selected for comparison because they are the years for which data have been collected for the three *Biennial Reports to Congress*.

⁷ In 2007–08, OELA modified the methodology for reporting students in the Commonwealth of Puerto Rico, from limited English proficient to limited Spanish proficient students. The result of this modification, which also has been applied to data collected for the previous *Biennial Reports to Congress*, is an overall drop of about 500,000 in the total number of LEP students identified across the United States; with this

Figure 1. Number of K–12 LEP students identified and number participating in Title III-funded language instruction educational programs, by school year: School years 2002–03 through 2007–08



NOTE: The CSPR did not ask for the number of LEP students identified in school year 2006-07, but the number can be estimated based on the fact that in SYs 2004-05, 2005-06, and 2007-08, an average of 95 percent of identified LEP students were served in Title III programs.
SOURCE: U.S. Department of Education biennial data collections for 2002–03 and 2003–04; 2004–05 and 2005–06; and 2006–07 and 2007–08.

In school year 2006–07, a total of 4,325,231 students in kindergarten through high school (K–12) were served through Title III-funded programs; the CSPR did not ask states to report the total number of students identified as LEP; however, the number can be estimated based on the fact that in each of school years 2004–05 through school years 2007–08, an average of 95 percent of identified LEP students were served in Title III programs. In school year 2007–08, a total of 4,659,143 students in K–12 were identified as LEP; during that same year, 4,374,757 K-12 LEP students were served in programs funded by Title III.

The numbers of K–12 LEP students who were served in Title III-funded programs in school years 2006–07 and 2007–08, and the number who were identified as LEP in SY 2007–08, are listed in Table 2. Five states (Hawaii, Iowa, Louisiana, Nevada, and Rhode Island) reported that all of their identified LEP students were served in Title III-funded K–12 programs in SY 2007–08.

decline due only to the modification of the methods for counting students in the Commonwealth of Puerto Rico, not to an actual decrease in the number of LEP students.

In both Figure 1 and Table 2 the number of students served by Title III-funded programs usually differs from the number of students identified as LEP, and in one case (Tennessee), more students are reported as served than as identified. Typical reasons for this, as reported by states, include the following:

- Students usually are identified at the beginning of the school year, but reported as "served" later in the year—often at the time of spring testing for academic achievement;
- Parents may choose to refuse services for a child, even though the child is identified as LEP;
- Students may be served in programs funded by state or local monies rather than by Title III monies; and
- Numbers of students fluctuate across the school year; unless "identified" and "served" students are reported the same day, there are likely to be some differences.

The Commonwealth of Puerto Rico reports and serves the number of limited Spanish proficient students; in addition, the Commonwealth received Title III funding in SY 2006–07, but not in SY 2007–08. For these reasons, data for the Commonwealth of Puerto Rico are not reported further within the main body of this document; full information is in the state profiles section that follows.

Table 2. Number of LEP students identified, and number served by programs funded by Title III monies, by state: School years 2006–07 and 2007–08

State*	Number of LEP students served by Title III programs, SY 2006–07	Number of LEP students identified and served by Title III programs, SY 2007–08	
		Identified	Served
Alabama	16,987	19,508	16,881
Alaska	18,876	15,879	15,355
Arizona	163,167	166,572	161,783
Arkansas	20,122	26,003	23,237
California	1,559,146	1,553,091	1,526,036
Colorado	89,881	82,347	82,127
Connecticut	28,841	30,713	30,006
Delaware	6,734	6,831	6,756
Dist. of Columbia	4,717	5,165	4,147
Florida	141,725	268,207	161,445
Georgia	57,101	79,894	65,815
Hawaii	16,854	17,868	17,868
Idaho	17,262	18,358	16,524
Illinois	174,694	175,454	167,130
Indiana	42,068	46,417	44,647
Iowa	16,604	19,736	19,736
Kansas	22,523	34,630	28,683
Kentucky	10,060	12,919	12,033
Louisiana	8,058	12,534	12,534
Maine	2,934	4,606	3,907
Maryland	34,332	41,593	41,570
Massachusetts	50,925	48,966	46,378
Michigan	68,702	74,700	64,922
Minnesota	61,083	68,745	59,921
Mississippi	3,299	5,428	4,664
Missouri	18,605	19,053	16,957
Montana	3,537	6,720	3,647
Nebraska	17,226	20,095	19,022
Nevada	127,098	78,433	78,433
New Hampshire	2,740	3,292	2,872
New Jersey	54,433	54,503	52,766
New Mexico	59,937	60,624	59,879
New York	106,375	208,848	195,062
North Carolina	87,629	114,620	113,011
North Dakota	4,559	5,377	2,577
Ohio	27,616	38,026	36,496
Oklahoma	32,921	37,744	32,447
Oregon	52,683	65,314	56,546
Pennsylvania	42,167	46,793	38,981
Puerto Rico	2,149	3,298	No Title III programs
Rhode Island	8,959	7,427	7,427
South Carolina	25,238	29,907	27,244
South Dakota	3,648	5,745	4,167
Tennessee	22,787	25,449	28,244
Texas	734,032	701,799	691,717
Utah	51,003	52,635	51,829
Vermont	1,121	1,741	1,119
Virginia	83,806	89,968	89,505
Washington	81,113	94,011	84,704
West Virginia	1,345	1,615	1,211
Wisconsin	33,755	47,593	42,838
Wyoming	2,054	2,349	1,951
Total	4,325,231	4,659,143	4,374,757

* Includes the District of Columbia and the Commonwealth of Puerto Rico. Data reported by Puerto Rico represent limited Spanish proficient students.

SOURCE: Consolidated State Performance Report, 2006-07, 2007-08.

Languages most commonly spoken by LEP students

Within the CSPR, states report the five most commonly spoken languages, other than English, for all K–12 LEP students, not just those who received Title III services. In SY 2006–07, there were 61 languages reported by states as the most frequently spoken languages; in SY 2007–08, there were 63 languages reported.

States vary in terms of the linguistic diversity of their populations. For SY 2006–07, Spanish was listed as the "most frequently spoken language" among LEP students in 43 states⁸ and the District of Columbia; there were 19 states in which 80 percent or more of the LEP students were Spanish speakers. For SY 2007–08, Spanish was listed as the "most frequently spoken language" among LEP students in 43 states.⁹

There are also a number of states in which there is no linguistic majority among LEP students—that is, no language represented more than 50 percent of the total LEP population. In SY 2006–07, there were 12 states¹⁰ in which there was no linguistic majority and in SY 2007–08, there also were 12 such states.¹¹ Further, in both of these school years, Native American and Alaska Native languages were listed among the five most commonly spoken languages by 12 states and 10 states, respectively, accounting for a total of more than 31,000 K–12 LEP students.¹² Table 3 lists the five most commonly spoken native languages, or language groups, of LEP students for school years 2006–07 and 2007–08, as reported within the CSPR.

⁸ The seven states in which Spanish was **not** the most frequently spoken in SY 2006–07: Alabama, Hawaii, Maine, Montana, North Dakota, South Dakota, and Vermont.

⁹ The same seven states reported that Spanish was **not** the most frequently spoken in both school years 2006–07 and 2007–08.

¹⁰ The 12 states in which there was no linguistic majority in SY 2006–07: Alabama, Hawaii, Maine, Michigan, Minnesota, Montana, New Hampshire, North Dakota, Ohio, South Dakota, Vermont, and West Virginia.

¹¹ The 12 states in which there was no linguistic majority in SY 2007–08: Alabama, Hawaii, Maine, Michigan, Minnesota, Missouri, Montana, North Dakota, Ohio, South Dakota, Vermont, and West Virginia.

¹² Within the CSPRs, states report the five languages most commonly spoken by LEP students in their state. This means that for languages with small populations of speakers in a particular state, a count of those speakers may not be reported in the state's CSPR. For SY 2006–07, every state reported that Spanish was one of the five most commonly spoken languages, thus every Spanish-speaking LEP student should be included in this count. For SY 2007–08, all but one state (Montana) reported that Spanish was one of the five most commonly spoken languages. The total number of Spanish speakers, therefore, may be a slight undercount, but the undercount is by no more than 602 speakers (the total for the fifth most frequently spoken language in Montana), or approximately 0.002% of the total. For languages other than Spanish, the undercount is probably more pronounced.

Table 3. Five native languages most commonly spoken by K–12 LEP students, and number of speakers: School years 2006–07 and 2007–08

SY 2006–07		SY 2007–08	
Language	Number of Speakers	Language	Number of Speakers
Spanish	3,739,644	Spanish	3,767,749
Vietnamese	85,683	Vietnamese	85,645
Hmong	54,416	Hmong	51,536
Arabic	39,040	Arabic	41,557
Chinese	33,788	Chinese	39,566

Note: As indicated in the CSPR, "Arabic" includes varieties identified as Standard Arabic, Egyptian Arabic, Lebanese Arabic, and Sudanese Arabic. "Chinese" includes Mandarin, Cantonese, and "Chinese." Languages are reported as listed by states in the state profiles, but have been categorized by language group for this table.

Immigrant children and youth

Within Title III, "Immigrant children and youth" are defined as individuals who

- (A) are aged 3 through 21;
- (B) were not born in any State; and
- (C) have not been attending one or more schools in any one or more States for more than 3 full academic years (*ESEA*, §3301(6)).

Title III legislation further states that a "State educational agency receiving a grant under [Title III] shall reserve not more than 15 percent of the agency's allotment ... to award subgrants to eligible entities in the State that have experienced a significant increase, as compared to the average of the two preceding fiscal years, in the percentage or number of immigrant children and youth, who have enrolled, during the fiscal year preceding the fiscal year for which the subgrant is made, in public and nonpublic elementary and secondary schools in the geographic areas under the jurisdiction of, or served by, such entities," and that in awarding these subgrants, the state "shall equally consider eligible entities that satisfy the requirement [for a significant increase in the number or percentage of immigrant students] but have limited or no experience in serving immigrant children and youth and shall consider the quality of each local plan ... and ensure that each subgrant is of sufficient size and scope to meet the purposes of [the law]" (*ESEA*, §3114(d)).

Each state determines the definition of "significant increase" within its own jurisdiction. The number and percentage of immigrant students served within a state may vary from year to year, based on demographic changes in the state and the state's definition of significant increase. Two issues to consider in reviewing the data on immigrant children and youth are: (1) the law does not require that immigrant children be LEP in

order to receive services and (2) an LEA may have large numbers of immigrant children, but unless there has been a "significant increase" in the percentage or number, as defined by the state, that particular LEA will not receive Title III funds for immigrant children and youth. A reduction or no increase in the number or percentage of immigrant students reported as served with Title III funds may be a result of a district not meeting the "significant increase" criteria, and, therefore, not receiving funds, nor reporting for that year.

Table 4 provides national data for the number of K–12 immigrant children and youth served in Title III programs, as defined in the *ESEA*, §3114(d)(1), for the 2006–07 and 2007–08 school years. These local programs must meet specific requirements, such as improving the academic achievement and, if needed, the English proficiency, of students, promoting parent and community participation (see the Title III, Part A, section in the Introduction for a description of Title III program requirements).

Table 4. Number of K–12 immigrant students enrolled, and number and percentage served in Title III programs: School years 2006–07 and 2007–08

Immigrant students reported	SY 2006–07			SY 2007–08		
	Number of students enrolled	Identified students served with Title III immigrant funds		Number of students enrolled	Identified students served with Title III immigrant funds	
		Number	Percentage		Number	Percentage
	1,080,157	620,681	57.5%	1,035,116	356,756	34.4%

SOURCE: Consolidated State Performance Report, 2006–07, 2007–08.

Table 5 lists the number of K–12 immigrant students reported by each state, as well as the number of K–12 immigrant students who were served in Title III-funded programs for immigrant students. In SY 2006–07, the following data were reported:

- 1,184 Title III subgrantees served immigrant students,
- 1,080,157 immigrant students were enrolled in the schools of 50 states and the District of Columbia, and
- 620,681 immigrant students in 49 states and the District of Columbia were served in programs funded by Title III, §3114(d)(1).

In SY 2007–08, states reported the following figures:

- 1,180 Title III subgrantees served immigrant students,
- 1,035,116 immigrant students were enrolled in the schools of 50 states and the District of Columbia, and

- 356,756 immigrant students in 49 states were served in programs funded by Title III, §3114(d)(1).

Table 5. Number of immigrant children and youth enrolled in schools and number served by Title III-funded programs^a by state: School years 2006–07 and 2007–08

State ^b	SY 2006–07		SY 2007–08	
	Number enrolled	Number served by Title III programs	Number enrolled	Number served by Title III programs
Alabama	4,595	4,595	4,142	1,435
Alaska	762	166	880	210
Arizona	21,638	no data	15,503	5,514
Arkansas	4,942	2,800	4,169	2,800
California	240,987	156,936	241,108	135,460
Colorado	15,391	6,754	12,940	4,776
Connecticut	14,481	3,202	13,571	1,899
Delaware	966	154	1,164	222
Dist. of Columbia	791	76	993	0
Florida	143,353	143,353	142,333	7,278
Georgia	34,465	24,899	33,866	24,137
Hawaii	2,794	no data	3,032	2,513
Idaho	3,499	3,358	3,188	1,819
Illinois	50,147	9,808	43,274	10,308
Indiana	13,146	3,243	11,763	3,729
Iowa	4,124	2,476	4,122	2,364
Kansas	2,586	407	11,206	327
Kentucky	4,075	3,231	7,426	4,075
Louisiana	2,248	1,009	2,583	1,465
Maine	555	164	431	151
Maryland	17,417	14,121	16,617	6,460
Massachusetts	21,655	239	22,130	2,353
Michigan	10,439	1,322	11,052	3,204
Minnesota	18,158	5,667	15,985	2,287
Mississippi	1,854	707	1,844	369
Missouri	6,045	2,036	5,602	444
Montana	365	92	170	144
Nebraska	4,063	800	3,609	448
Nevada	14,742	14,742	14,694	14,694
New Hampshire	2,041	1,744	1,769	0
New Jersey	36,639	11,355	36,614	11,746
New Mexico	21,736	3,378	11,606	1,025
New York	106,830	106,830	98,797	28,596
North Carolina	25,159	14,443	23,365	2,582
North Dakota	923	0	497	77
Ohio	11,606	6,379	11,309	7,438
Oklahoma	6,650	3,455	4,954	2,587
Oregon	4,255	4,255	2,397	2,387
Pennsylvania	17,049	14,635	15,203	1,073
Rhode Island	3,508	212	2,903	247
South Carolina	8,280	1,743	6,183	1,107
South Dakota	979	952	197	57
Tennessee	14,605	2,482	15,815	5,997
Texas	100,073	17,796	93,627	20,696
Utah	6,761	6,761	7,935	7,935
Vermont	1,207	387	695	270
Virginia	27,152	10,667	29,284	13,197
Washington	16,371	4,331	15,142	5,799
West Virginia	1,005	232	1,599	545
Wisconsin	6,757	2,070	5,437	2,331
Wyoming	288	217	391	178
Total	1,080,157	620,681	1,035,116	356,756

^a Refers only to programs funded through Title III, §3114(d)^b Includes the District of Columbia**SOURCE:** Consolidated State Performance Report, 2006–07, 2007–08.

In SY 2006–07, the states reporting the largest number of immigrant students (more than 90,000) were California (240,987 immigrant students—65 percent), Florida (143,353—100 percent), New York (106,830—100 percent), and Texas (100,073—18 percent). The states reporting the fewest immigrant students (fewer than 500) were Montana (365 immigrant students) and Wyoming (288).

In SY 2007–08, the states reporting the largest number of immigrant students (more than 90,000) were California (241,108 immigrant students—56 percent), Florida (142,333—5 percent), New York (98,797—29 percent), and Texas (93,627—22 percent). The states reporting the fewest immigrant students (fewer than 500) were North Dakota (497 immigrant students), Maine (431), Wyoming (391), South Dakota (197), and Montana (170).

Language Instruction Educational Programs for K–12 LEP Students

The CSPR lists 10 broadly defined language instruction educational programs (LIEPs), categorized by either LIEPs that use English and another language or LIEPs that use English only. States are instructed to report the type(s) of LIEPs offered by subgrantees. Most states' subgrantees offered a variety of LIEPs. The amount of time students spend in the program, the classroom setting, the language(s) of instruction, and the names used to describe LIEPs with similar features may not be consistent—the same name may be used in different geographic areas to describe LIEPs that have different characteristics. As a result, it may be difficult to compare LIEPs across states. For a general description of each LIEP, see Figure 2.

For school year 2006–07, 48 states and the District of Columbia reported on the types of LIEPs offered by subgrantees. A state is reported as offering a particular LIEP if at least one subgrantee offers that program.

- LIEPs that provided instruction in English **and** another language were offered in 37 states and the District of Columbia. Alaska, for example, reported that subgrantee(s) offered dual language, transitional bilingual, and heritage language LIEPs, while Indiana reported that subgrantee(s) offered only transitional bilingual LIEPs (see the summary in Figure 3).

Figure 2. Definitions of language instruction educational programs***Programs that use English and another language include:**

- ***Two-way Immersion* or *Two-way Bilingual***
 - The goal is to develop strong skills and proficiency in both L1 (native language) and L2 (English).
 - Includes students with an English background and students from one other language background.
 - Instruction is in both languages, typically starting with smaller proportions of instruction in English, and gradually moving to half in each language.
 - Students typically stay in the program throughout elementary school.
- ***Dual Language***
 - When called “dual language immersion,” usually the same as two-way immersion or two-way bilingual.
 - When called “dual language,” may refer to students from one language group developing full literacy skills in two languages—L1 and English.
- ***Late Exit Transitional, Developmental Bilingual, or Maintenance Education***
 - The goal is to develop some skills and proficiency in L1 and strong skills and proficiency in L2 (English).
 - Instruction at lower grades is in L1, gradually transitioning to English; students typically transition into mainstream classrooms with their English-speaking peers.
 - Differences among the three programs focus on the degree of literacy students develop in the native language.
- ***Early Exit Transitional***
 - The goal is to develop English skills as quickly as possible, without delaying learning of academic core content.
 - Instruction begins in L1, but rapidly moves to English; students typically are transitioned into mainstream classrooms with their English-speaking peers as soon as possible.
- ***Heritage Language* or *Indigenous Language Program***
 - The goal is literacy in two languages.
 - Content taught in both languages, with teachers fluent in both languages.
 - Differences between the two programs: heritage language programs typically target students who are non-English speakers or who have weak literacy skills in L1; indigenous language programs support endangered minority languages in which students may have weak receptive and no productive skills – both programs often serve American Indian students.

Continued

* Modified from Linquanti, 1999, and National Clearinghouse for English Language Acquisition, 2000.

Figure 2. Definitions of language instruction educational programs, continued

Programs that use English only include:

- ***Sheltered English* or *Sheltered Instruction Observational Protocol (SIOP)***,
- ***Specially Designed Academic Instruction in English (SDAIE)***, or
- ***Content-based English as a Second Language (ESL)***
 - While there are some minor differences across these programs, the overall goal is proficiency in English while learning content in an all-English setting.
 - Students from various linguistic and cultural backgrounds can be in same the class.
 - Instruction is adapted to students' proficiency level and supplemented by gestures, visual aids.
 - May be used with other methods; e.g., early exit may use L1 for some classes and SDAIE for others.
- ***Structured English Immersion (SEI)***
 - The goal is fluency in English, with only LEP students in the class.
 - All instruction is in English, adjusted to the proficiency level of students so subject matter is comprehensible
 - Teachers need receptive skill in students' L1 and sheltered instructional techniques
- ***English Language Development (ELD)* or *ESL Pull-out***
 - The goal is fluency in English
 - Students leave their mainstream classroom to spend part of the day receiving ESL instruction, often focused on grammar, vocabulary, and communication skills, not academic content
 - There is typically no support for students' native languages

Other

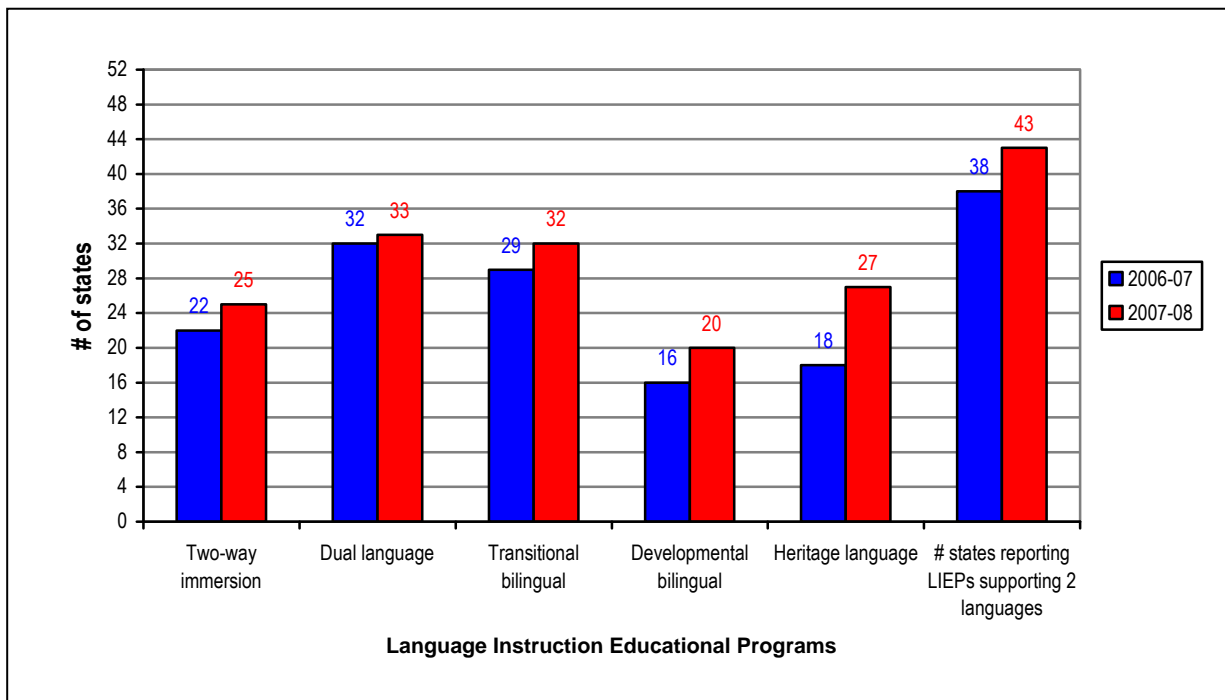
An approach which is often mentioned by states among the "other" types of English-based instruction is ***ESL Push-In***. The goal of this approach is fluency in English; students are served in a mainstream classroom, receiving instruction in English with some native language support if needed; and the ESL teacher or an instructional aide provides clarification, translation if needed, using ESL strategies.

- LIEPs that provided instruction only in English were offered by subgrantees in 46 states and the District of Columbia. Alaska, for example, reported that subgrantee(s) used sheltered English instruction, structured English immersion, content-based ESL, and pullout ESL (see Figure 4).

Further analysis of these numbers showed that:

- In 12 states, ***all*** subgrantees offered LIEP(s) that provided instruction in English only; and
- In two states (Delaware and Oregon) ***all*** subgrantees offered LIEPs that provided instruction in both English and another language.

Figure 3. Number of states that report subgrantees offering language instruction educational programs that use English and another language: School years 2006–07 and 2007–08



* Includes the District of Columbia; two states did not report the information.

Note: States typically report use of more than one type of LIEP; see Figure 2 for further definitions of these LIEPs.

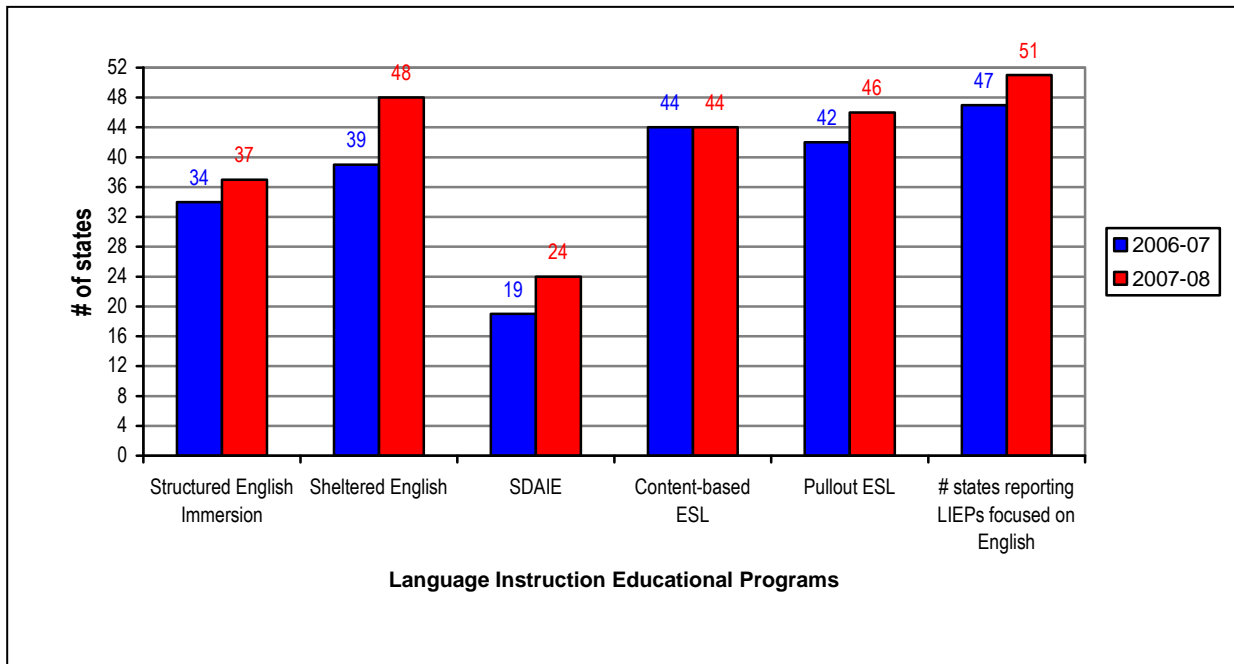
For school year 2007–08, 50 states and the District of Columbia reported on the types of LIEPs offered by at least one subgrantee in their state. Most states continued to report that subgrantees offered LIEPs that used English-only **and** LIEPs that used English and another language. For example, New Mexico reported that at least one subgrantee offered each of the 10 types of LIEPs.

- LIEPs that used English **and** another language were offered by at least one subgrantee in 42 states and the District of Columbia (Figure 3).
- LIEP(s) that used English only were offered by subgrantees in 50 states and the District of Columbia (Figure 4).

Further analysis of these numbers yielded the following data:

- In eight states, **all** subgrantees offered LIEP(s) that used English only; and
- No state reported that any subgrantee offered only LIEP(s) that used English and another language.

Figure 4. Number of states that report subgrantees offering language instruction educational programs that use only English: School years 2006–07 and 2007–08



* Includes the District of Columbia; one state did not report the information.

NOTE: States typically report use of more than one type of LIEP; see Figure 2 for definitions of LIEPs.

Accountability: Testing K–12 LEP Students for English Proficiency and Content Achievement

This section reports on states' progress toward meeting the goals of Title III: proficiency in English for K–12 LEP students and achievement in academic subjects for the LEP subgroup (grades 3–8 and one high school grade). This is the core purpose of Title III for which states are held accountable. AMAO data reported by states for the 2006–07 and 2007–08 school years are presented here.

States set targets for AMAOs 1 and 2 for the number and percentage of LEP students who make progress in learning English and the number and percentage who attain English proficiency, respectively. Aggregate student performance on the annual ELP assessment is used to determine whether individual subgrantees and the state have met the targets. The number of subgrantees that have met or not met all three AMAOs is not a determinant of whether the state has met the targets for AMAOs.

Progress and attainment of English proficiency—AMAOs 1 and 2

In the SY 2006–07 CSPR data collection instrument, states were afforded the flexibility of reporting ***either*** (1) the percentage and/or number of ***all*** LEP students who were making progress toward and attaining English proficiency, ***or*** (2) the percentage of ***Title III-served*** LEP students who were making progress toward and attaining English proficiency. For school year 2006–07:

- 38 states and the District of Columbia reported the percentage of students making progress in English proficiency (AMAO 1); and
- 40 states and the District of Columbia reported the percentage of students who were attaining English proficiency (AMAO 2).¹³

In the SY 2007–08 CSPR data collection instrument, states were prompted to report ***both*** the percentage and/or number of all LEP students ***and*** the percentage of Title III-served students making progress toward and attaining English proficiency. In addition, states reported whether they had achieved AMAO 1 and/or AMAO 2. For the 2007–08 school year:

- 48 states and the District of Columbia reported the percentage of students making progress toward English proficiency; and
- 49 states and the District of Columbia reported the percentage of students attaining English proficiency.¹⁴

Table 6 provides percentages of students making progress toward and attaining English proficiency, by state, for school years 2006–07 and 2007–08. Some states provided information on both the group of all LEP students and Title III-served LEP students; unless states indicated a preference, data for Title III-served LEP students are presented.

Because states use different standards, assessments, and criteria for determining proficiency, comparisons across states would not yield valid and reliable information; therefore, an overall national percentage of students making progress in, or attaining, English proficiency is not reported.

¹³ Some states gave explanations for not providing data for AMAO 1 and/or AMAO 2. These reasons included not yet having an assessment, being in the process of refining AMAO(s), not having a data collection system with unique student identifiers, and still working on the necessary calculations.

¹⁴ The entities that did not provide data all indicated that they were having data quality issues of one type or another and that they were working to correct the deficiencies.

Table 6. Percentages of LEP students making progress toward and attaining English language proficiency, by state: School years 2006–07 and 2007–08

State ^c	SY 2006–07 ^a		SY 2007–08 ^b	
	Making Progress	Attaining	Making Progress	Attaining
Alabama*	73%	15%	55%	18%
Alaska*	25%	22%	32%	10%
Arizona	73%	10%	60%	20%
Arkansas*	31%	4%	46%	6%
California	52%	31%	56%	35%
Colorado*	59%	33%	41%	10%
Connecticut	97%	40%	97%	38%
Delaware*	92%	99%	94%	97%
Dist. of Columbia*	41%	33%	63%	74%
Florida	no data	no data	21%	4%
Georgia*	53%	7%	66%	11%
Hawaii*	49%	no data	72%	10%
Idaho*	44%	23%	24%	15%
Illinois	96%	26%	95%	27%
Indiana*	67%	21%	72%	27%
Iowa	79%	21%	40%	23%
Kansas	83%	17%	63%	14%
Kentucky	48%	6%	35%	11%
Louisiana	2%	5%	18%	5%
Maine*	26%	60%	51%	3%
Maryland*	71%	53%	31%	47%
Massachusetts*	62%	48%	57%	44%
Michigan*	no data	30%	78%	29%
Minnesota*	58%	5%	77%	11%
Mississippi	no data	no data	37%	55%
Missouri	no data	no data	12%	18%
Montana	no data	no data	51%	3%
Nebraska*	12%	27%	6%	27%
Nevada*	54%	16%	48%	20%
New Hampshire	no data	no data	30%	5%
New Jersey*	77%	96%	82%	96%
New Mexico*	43%	21%	76%	24%
New York	no data	no data	65%	14%
North Carolina	no data	no data	61%	4%
North Dakota	54%	17%	47%	8%
Ohio*	37%	23%	46%	36%
Oklahoma*	78%	20%	70%	18%
Oregon*	52%	39%	42%	10%
Pennsylvania	no data	no data	no data	no data
Rhode Island*	no data	33%	no data	40%
South Carolina*	81%	7%	37%	8%
South Dakota*	49%	31%	27%	19%
Tennessee*	71%	50%	78%	53%
Texas	58%	39%	0%	42%
Utah*	no data	no data	57%	20%
Vermont*	no data	no data	53%	33%
Virginia	84%	43%	73%	67%
Washington*	72%	55%	80%	77%
West Virginia	70%	62%	70%	49%
Wisconsin*	62%	31%	72%	40%
Wyoming*	54%	20%	56%	20%

* States marked * reported data only for all LEP students while all others reported data for Title III-served LEP students.

^a For school year 2006–07, states had the flexibility of reporting the percentage of all LEP students or of Title III-served LEP students who were making progress toward, or attaining, English

^b For school year 2007–08, all the figures reported are percentages of Title III-served students.

^c Includes the District of Columbia.

SOURCE: Consolidated State Performance Report, 2006-07, 2007-08.

Content area achievement—AMAO 3

All 50 states and the District of Columbia reported data for both reading/language arts and mathematics for both school years. Table 7 provides the percentage of students in each state's LEP subgroup scoring at or above the proficient level on the reading/language arts and mathematics achievement assessments.¹⁵

For the 2006–07 school year,

- 22 states reported that 50 percent or more of their LEP subgroup students scored at or above the proficient level in reading/language arts; and
- 20 states reported that 50 percent or more of their LEP subgroup students scored at or above the proficient level in mathematics.

For the 2007–08 school year,

- 19 states reported that 50 percent or more of their LEP subgroup students scored at or above the proficient level in reading/language arts; and
- 23 states reported that 50 percent or more of their LEP subgroup students scored at or above the proficient level in mathematics.

Because states use different standards, assessments, and criteria for determining proficiency, comparisons across states would not yield valid and reliable information; therefore, an overall national percentage of LEP students' proficiency in reading/language arts and mathematics is not reported.

¹⁵ The calculation is based on the total number of students, across all grade levels, who scored proficient or above, divided by the number of students for whom there was a valid test score. These percentages should be reviewed carefully given that "proficiency" is defined and tested differently in each state.

Table 7. Percentages of students in the LEP subgroup scoring proficient or above in reading/language arts and mathematics, by state: School years 2006–07 and 2007–08

State*	SY 2006–07		SY 2007–08	
	Reading/ Language Arts	Mathematics	Reading/ Language Arts	Mathematics
Alabama	58%	59%	63%	57%
Alaska	50%	47%	37%	34%
Arizona	20%	31%	23%	33%
Arkansas	34%	40%	36%	50%
California	25%	34%	28%	37%
Colorado	69%	66%	60%	56%
Connecticut	20%	43%	22%	42%
Delaware	50%	52%	58%	58%
Dist. of Columbia	5%	16%	37%	42%
Florida	36%	44%	36%	46%
Georgia	65%	66%	74%	60%
Hawaii	23%	16%	25%	18%
Idaho	41%	44%	45%	45%
Illinois	61%	62%	37%	61%
Indiana	54%	62%	50%	60%
Iowa	41%	49%	41%	50%
Kansas	53%	60%	59%	64%
Kentucky	47%	39%	45%	44%
Louisiana	58%	58%	50%	58%
Maine	30%	30%	40%	33%
Maryland	48%	52%	59%	60%
Massachusetts	17%	20%	16%	21%
Michigan	50%	48%	48%	60%
Minnesota	31%	29%	32%	31%
Mississippi	61%	72%	34%	53%
Missouri	16%	22%	23%	26%
Montana	38%	23%	39%	22%
Nebraska	79%	82%	77%	62%
Nevada	23%	42%	25%	36%
New Hampshire	25%	25%	39%	36%
New Jersey	30%	46%	33%	43%
New Mexico	26%	16%	35%	22%
New York	23%	48%	29%	59%
North Carolina	64%	50%	23%	52%
North Dakota	46%	47%	37%	46%
Ohio	58%	57%	57%	55%
Oklahoma	59%	62%	61%	64%
Oregon	39%	41%	36%	42%
Pennsylvania	24%	37%	24%	38%
Rhode Island	14%	15%	17%	14%
South Carolina	32%	35%	36%	38%
South Dakota	55%	42%	50%	40%
Tennessee	62%	66%	69%	74%
Texas	69%	65%	70%	66%
Utah	47%	49%	50%	49%
Vermont	57%	51%	57%	49%
Virginia	67%	70%	79%	75%
Washington	28%	17%	28%	18%
West Virginia	68%	69%	70%	66%
Wisconsin	53%	54%	58%	53%
Wyoming	42%	56%	20%	34%

* Includes the District of Columbia.

SOURCE: Consolidated State Performance Report, 2006-07, 2007-08.

States and subgrantees meeting goals for AMAO 1, AMAO 2, and AMAO 3

For SY 2006–07, states reported on the number and percentage of subgrantees that had met all three AMAO targets. Of the 4,082 subgrantees reported on by 45 states¹⁶ and the District of Columbia, 58 percent of the subgrantees had met the targets for all three AMAOs. Of the 48 states¹⁷ and the District of Columbia that reported the information, 17 of these states (35 percent) indicated that they had met all three AMAO targets.

For SY 2007–08, states reported on the number and percentage of subgrantees that had met all three of the state AMAO targets. Of the 4,677 subgrantees reported on by 49 states¹⁸ and the District of Columbia, 59 percent of the subgrantees had met the targets for all three AMAOs. Of the 49 states¹⁹ and the District of Columbia, 11 states (22 percent) reported that they had met all three AMAO targets.

Monitored former LEP (MFLEP) students

States are required to report the number of LEP students who had been served by Title III-funded programs, had met the criteria for exiting the LEP subgroup (as defined by the state), and had transitioned into classrooms with age peers—classrooms in which instruction is not tailored for LEP students. Title III requires that states monitor these students for each of the following two years to ensure that they maintain grade-appropriate English language skills and content area achievement.

States are required to report the number of MFLEP students who are in their first or second year of monitoring. For the 2006–07 and 2007–08 school years, 49 states and the District of Columbia provided data on the number of MFLEP students. Most states reported separately on the numbers of students in each of their first and second years of monitoring. Other states provided the total numbers of monitored students across both years but indicated that they could not distinguish students by year monitored or indicated that they had collected data for first year MFLEP students for SY 2006–07 and would have data for MFLEP students in both years of monitoring in the near future. Some states calculated that more than 100% of LEP students were reported served by Title III. This may be due to taking these counts at different times of the year.

¹⁶ States **not** reporting subgrantee data for SY 2006–07: Florida, New York, North Carolina, Utah, and Vermont.

¹⁷ States **not** reporting state data for SY 2006–07: New York and Vermont.

¹⁸ State **not** reporting subgrantee data for SY 2007–08: Pennsylvania.

¹⁹ State **not** reporting state data for SY 2007–08: Utah.

The numbers of reported MFLEP students have grown over the past six years—the years for which biennial data have been collected from the states—from 378,903 MFLEP students reported by 35 states and the District of Columbia in SY 2002–03 to 732,533 MFLEP students reported by 50 states and the District of Columbia in SY 2007–08. The changing numbers may reflect states' abilities to track these students in their state data systems in addition to the growing numbers of students successfully transitioning out of Title III-funded programs.

For SY 2006–07,

- 47 states and the District of Columbia reported that they monitored 901,919 MFLEP students;
- 39 states and the District of Columbia reported that 50 percent or more of their MFLEP students scored proficient or above in mathematics; and
- 42 states and the District of Columbia reported that 50 percent or more of their MFLEP students scored proficient or above in reading/language arts.

Data are presented in Table 8. For the reasons stated above they should be viewed cautiously, particularly for states reporting few students.²⁰

For SY 2007–08,

- 48 states and the District of Columbia reported that they monitored 732,533 MFLEP students;
- 40 states and the District of Columbia reported that 50 percent or more of their MFLEP students scored proficient or above in mathematics; and
- 42 states and the District of Columbia reported that 50 percent or more of their MFLEP students scored proficient or above in reading/language arts.

²⁰ For further information, please see the section "Issues in comparing data" on page 7, and the last paragraph on page 22.

Table 8. Number and percentage of MFLEP students scoring proficient or above in reading/ language arts and mathematics, by state: School years 2006–07 and 2007–08

State ^a	SY 2006–07			SY 2007–08		
	# students monitored	% MFLEP students scoring at least proficient		# students monitored	% MFLEP students scoring at least proficient	
		Math	Reading/ language arts		Math	Reading/ language arts
Alabama	1,799	95%	95%	2,465	88%	96%
Alaska	1,713	86%	93%	4,622	82%	89%
Arizona	58,171	71%	66%	15,454	78%	77%
Arkansas	5,014	40%	37%	3,479	79%	75%
California	234,295	55%	52%	228,806	58%	58%
Colorado	13,103	84%	92%	7,878	83%	93%
Connecticut	2,280	86%	74%	3,867	84%	73%
Delaware	499	86%	91%	598	86%	88%
Dist. Of Columbia	587	60%	67%	520	81%	83%
Florida	156,387	60%	54%	76,805	63%	55%
Georgia	16,264	82%	85%	15,241	84%	91%
Hawaii	4,320	42%	70%	2,087	61%	76%
Idaho	3,667	76%	78%	4,008	83%	87%
Illinois	14,864	80%	64%	25,385	85%	75%
Indiana	5,762	78%	73%	4,537	89%	85%
Iowa	733	73%	72%	780	71%	65%
Kansas	3,559	80%	80%	1,908	84%	85%
Kentucky	1,249	62%	73%	801	68%	73%
Louisiana	1,154	71%	70%	667	77%	73%
Maine	123	85%	94%	9 ^b	100%	100%
Maryland	12,521	70%	65%	13,497	70%	70%
Massachusetts	20,502	39%	47%	16,081	40%	43%
Michigan	31,527	75%	74%	9,743	no data	no data
Minnesota	12,764	49%	57%	8,133	66%	82%
Mississippi	672	85%	78%	542	70%	56%
Missouri	no data	38%	33%	520	42%	34%
Montana	212	45%	66%	12	83%	100%
Nebraska	no data	no data	no data	3,639	89%	89%
Nevada	23,094	59%	65%	5,038	63%	58%
New Hampshire	588	55%	60%	497	54%	62%
New Jersey	9,096	70%	66%	8,801	66%	58%
New Mexico	14,028	55%	35%	11,926	37%	59%
New York	46,845	81%	65%	49,470	88%	74%
North Carolina	6,176	81%	94%	5,102	89%	65%
North Dakota	182	70%	66%	551	45%	71%
Ohio	624	80%	89%	590	88%	91%
Oklahoma	4,197	83%	88%	4,145	61%	56%
Oregon	10,516	45%	47%	8,351	41%	37%
Pennsylvania	6,055	61%	52%	2,421	no data	no data
Rhode Island	1,945	35%	41%	3,035	30%	40%
South Carolina	1,058	59%	56%	636	65%	63%
South Dakota	570	33%	30%	962	28%	22%
Tennessee	5,903	93%	95%	9,778	92%	95%
Texas	130,381	83%	88%	123,362	87%	92%
Utah	5,100	74%	88%	6,944	75%	87%
Vermont	257	92%	93%	177	92%	93%
Virginia	9,011	84%	89%	11,116	84%	89%
Washington	19,849	36%	58%	22,897	43%	69%
West Virginia	51	92%	100%	29	100%	100%
Wisconsin	2,150	76%	84%	3,971	88%	92%
Wyoming	566	67%	60%	650	72%	58%
Total	901,919			732,533		

^a Includes the District of Columbia.^b Maine reported nine MFLEP students; this result is for four of the nine students.**NOTE:** The percentages are calculated from the number tested, not from the total number monitored.**Source:** Consolidated State Performance Report, 2006–07, 2007–08.

Programs or activities terminated

States may terminate a Title III program or activity if the entity carrying out the program or activity is not able to reach program targets. During the two years of this report, only one state, Pennsylvania, reported that it had terminated programs. In SY 2006–07, the state reported that it terminated five programs that were not able to reach program goals; in SY 2007–08, it reported terminating another 10 programs.

Educational Staff Working With LEP Students

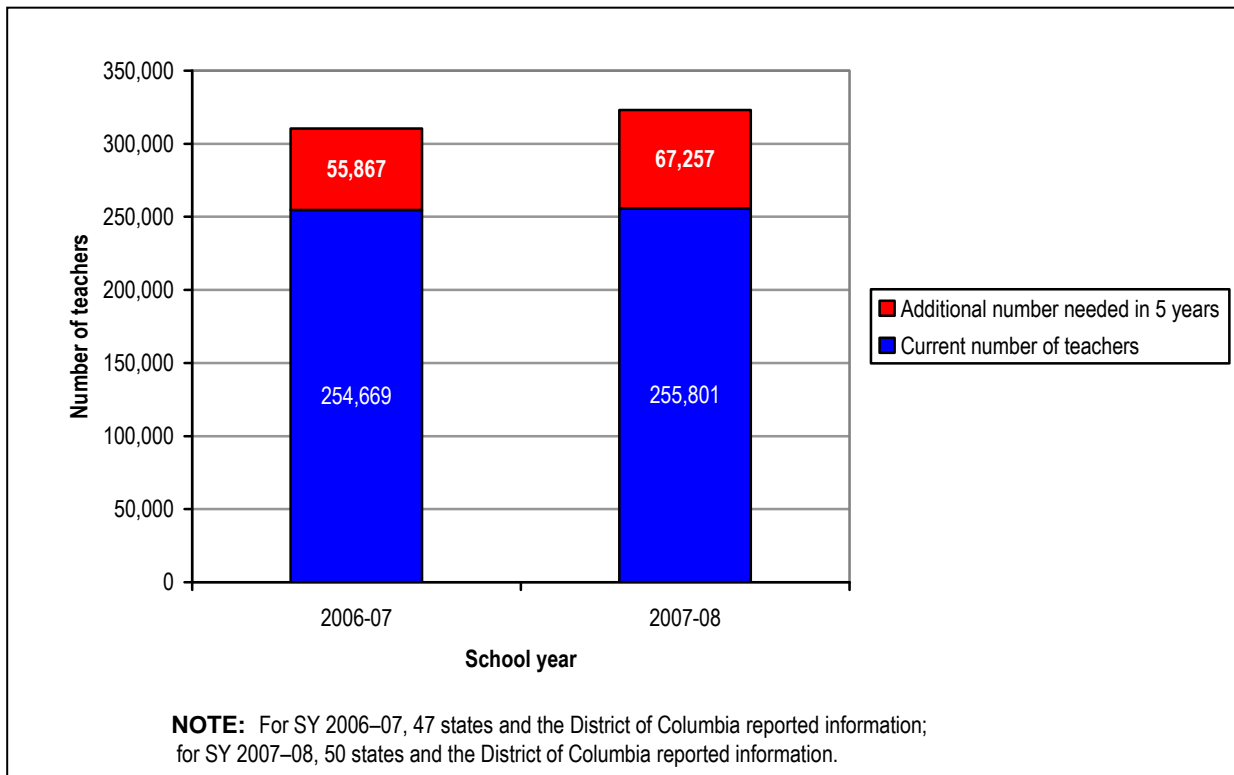
States provided the number of teachers currently teaching in Title III programs, and the additional number that they projected needing in five years.²¹ In SY 2006–07, 47 states,²² plus the District of Columbia, reported that they had 254,669 certified or licensed teachers in Title III programs and that they projected they would need an additional 55,867 teachers in five years. In SY 2007–08, 50 states and the District of Columbia reported that they had 255,801 certified or licensed teachers in Title III programs and that they projected needing another 67,257 teachers in five years. See Figure 5 for a graphic representation of these data.

When looking at these data for individual states, there is a great deal of variance. As indicated in the state profiles, which is the next section, some states report an increasing need for certified or endorsed teachers; some report a decreasing need. This number has been, and continues to be, difficult for states to estimate. Several states provided specific information on how they derived the numbers; their comments are included in Appendix B.

²¹ As defined within the CSPR, "This number should be the total additional teachers needed for the next five years, not the number needed for each year. Do not include the number of teachers currently working in Title III English language instruction educational programs."

²² The states *not* providing complete data (i.e., current number of teachers and number of teachers needed in five years): California, Massachusetts, and Wyoming.

Figure 5: Number of teachers working in language instruction educational programs, and the projected additional number needed in five years: School years 2006–07 and 2007–08



Conclusions

Data on progress being made by LEP students are difficult to interpret because the data are state-specific. As noted previously, each state has developed its own accountability system, each state can determine which LIEPs its subgrantees may use, and each state has its own requirements for teacher certification and endorsement. Even two states using the same assessment for English proficiency may have different criteria and different definitions of "proficient." Such differences make generalization difficult.

These data do indicate, however, that most states are reporting the data requested in the annual Consolidated State Performance Reports. States that do not provide data generally provide an explanation—these explanations often are related to continuing modifications to state data collection systems, accountability systems, and/or assessments.

Profiles of States, the District of Columbia, and the Commonwealth of Puerto Rico

Introduction to State Profiles

This section provides information for each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico (all referred to throughout as “states”) on demographics and programs for K–12 LEP, MFLEP, and immigrant students, as well as on achievement for K–12 LEP, MFLEP, and all students.

Terminology used in the state profiles:

- LEP Limited English proficient
- MFLEP Monitored former LEP students, as defined by *ESEA*, are those who no longer receive Title III services and have been in regular classrooms, not specifically designed for LEP students, for two years or less
- AMAOs Annual measureable achievement objectives
- LIEP Language instruction educational program—programs for LEP children which have the purpose of developing and attaining English proficiency while meeting challenging academic content standards, and which may use both English and a child’s native language (see Figure 2 above for definitions of types of programs)
- All students The group of “all students,” used when reporting results of content achievement testing, refers to all tested students, including LEP and MFLEP students

In addition, when the number “0” is listed, the state reported no students in the category; if the state provided no information, this is so indicated.

Each state provided information that includes the following:

- The number of LEP students,²³ number of LEP students served in Title III-funded programs, and number of MFLEP students;
- The percentage of LEP students making progress in English language proficiency (AMAO 1) and the percentage of students attaining English language proficiency (AMAO 2);
- The percentage of LEP, MFLEP, and all students scoring “proficient” or “advanced” on assessments in the subject areas English language arts/reading and math (AMAO 3);
- The number of immigrant students identified and served through §3114(d)(1) programs;
- The most commonly used LIEPs and the five most commonly spoken languages of LEP students (note that language names are presented as they were reported by the states);
- The number of certified teachers working in Title III programs and the number the state anticipated would be needed in five years; and
- The number of subgrantees within the state that met all three AMAOs and whether the state met all three AMAOs (see page 1).

Most information is provided for the state as a whole (e.g., numbers of students, results for AMAOs 1, 2, and 3); some information is provided based on the state’s subgrantees (e.g., LIEPs used, number of subgrantees meeting all three AMAOs). In addition, the total Title III allocation provided to each state is listed.

Comparisons across states are discouraged for the reasons stated earlier in this report—each state creates its own English language proficiency standards and academic achievement standards, identifies or develops its own assessments, and has its own criteria for language proficiency and academic achievement as well as teacher certification. Comparisons within states (i.e., comparing SY 2006–07 with SY 2007–08) may be problematic since some states are reviewing and modifying their standards,

²³ In SY 2006–07, the Consolidated State Performance Report did not request that states report the total number of designated LEP students within the states. The number provided for each state is an estimate calculated by adding the reported number tested for English language proficiency to the reported number not tested.

their assessments, and/or their AMAOs, which could make comparisons between the two years invalid. However, some comparisons within states may be appropriate. Most specifically, within a single state, it is possible to compare different student groups within the same year, for example, the percentage of MFLEP students and “all students” scoring at least “proficient” on the two content area assessments (English language arts/reading and mathematics). In SY 2006–07 and 2007–08, the percentage was equal, or favored MFLEP students in 21 states and 26 states, respectively. In addition, the percentage was equal or favored MFLEP students on one subject area assessment in another five states in SY 2006–07 and seven states in SY 2007–08.

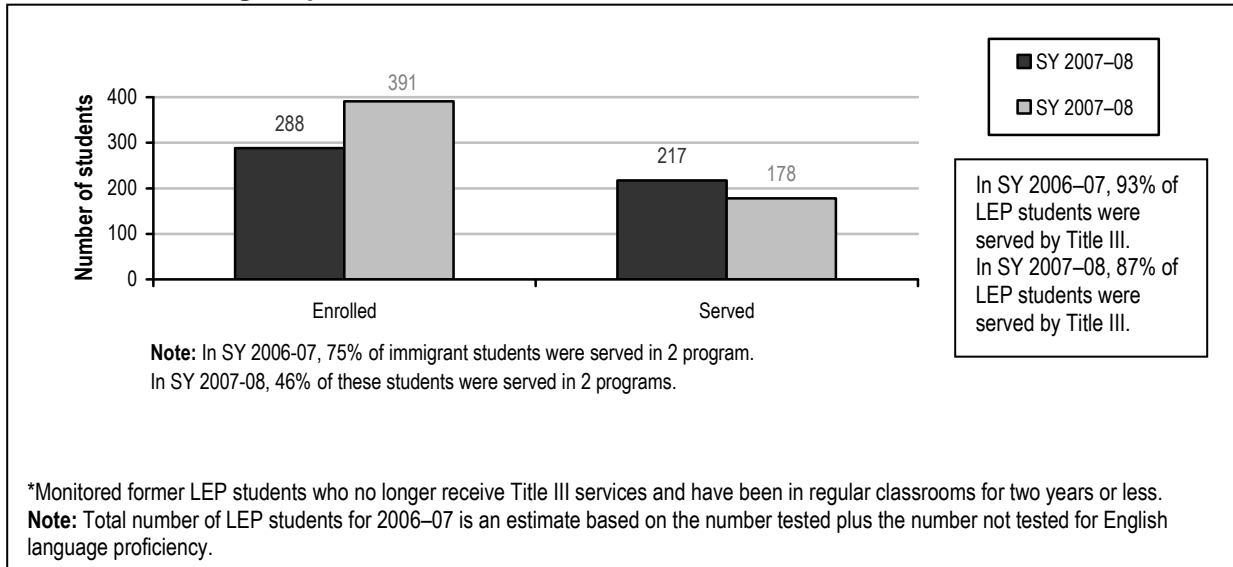
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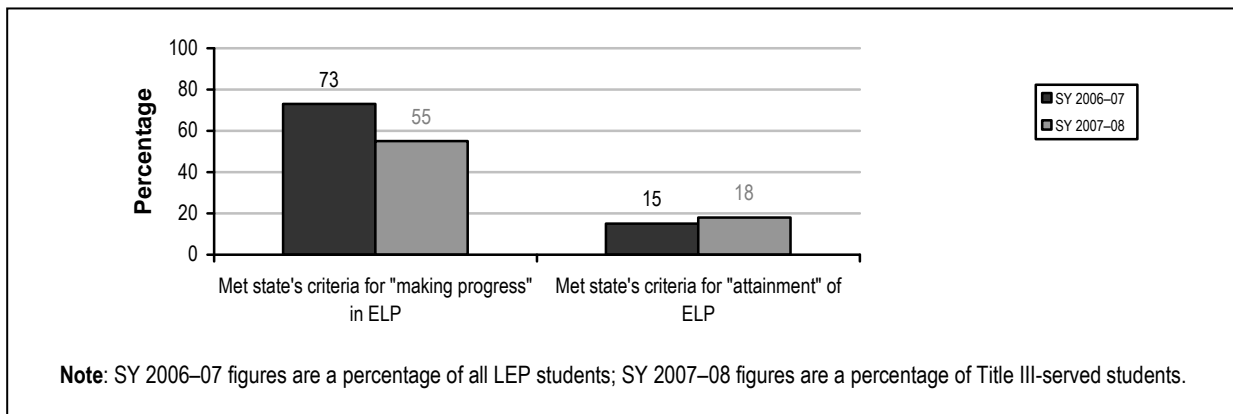
Alabama

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



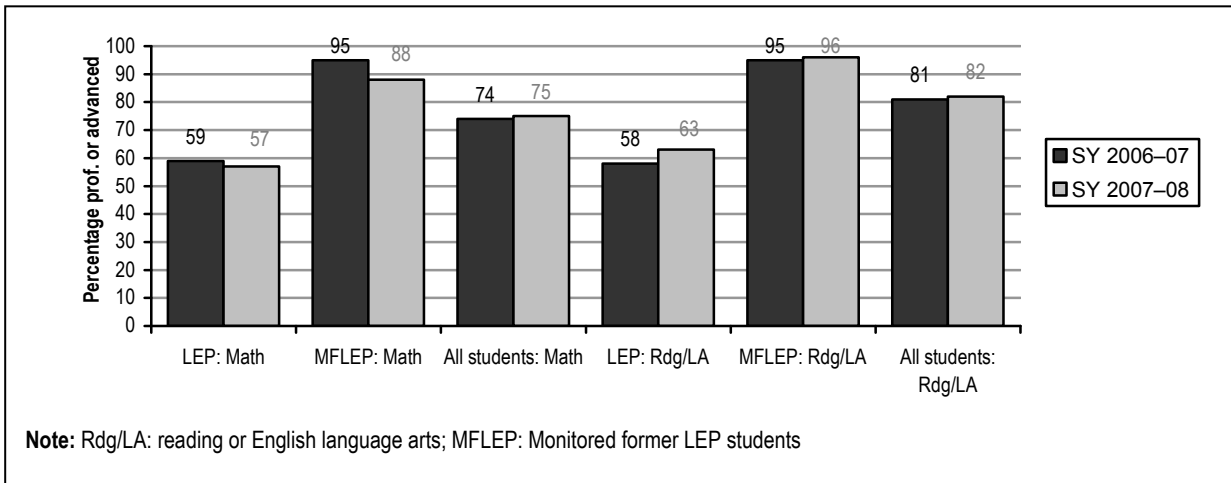
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



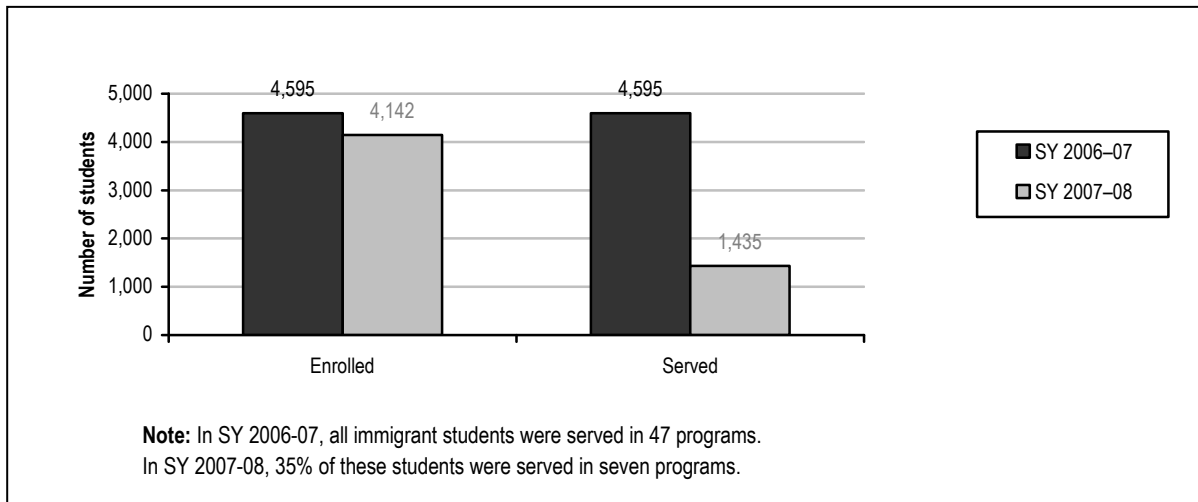
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Korean	Arabic	Russian	Japanese
	14,089	497	288	140	125
SY 2007–08	Spanish	Korean	Arabic	Vietnamese	Russian
	14,316	497	289	144	141

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08



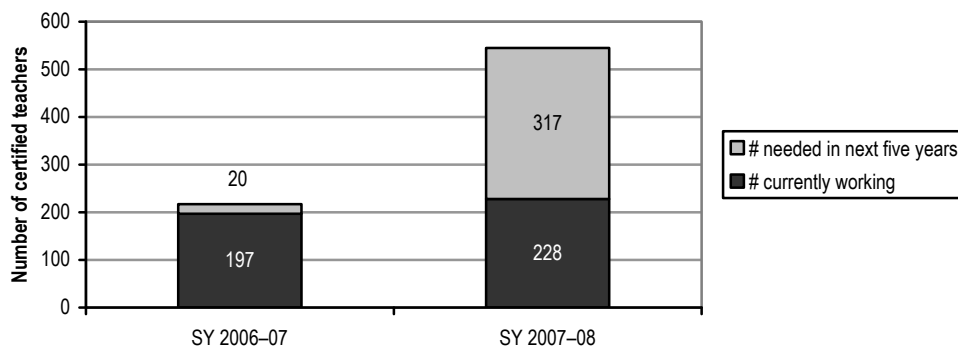
Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

LIEPs that use English and another language		LIEPs that use only English	
	Two-way immersion	✓	Structured English immersion
	Transitional bilingual	✓	Sheltered English instruction
	Dual language	✓	Specially Designed Academic Instruction in English (SDAIE)
	Developmental bilingual	✓	Content-based ESL
	Heritage language	✓	Pull-out ESL

Note: The state's subgrantees used the same English-based LIEPs for both years of this report.

Education Staff Information

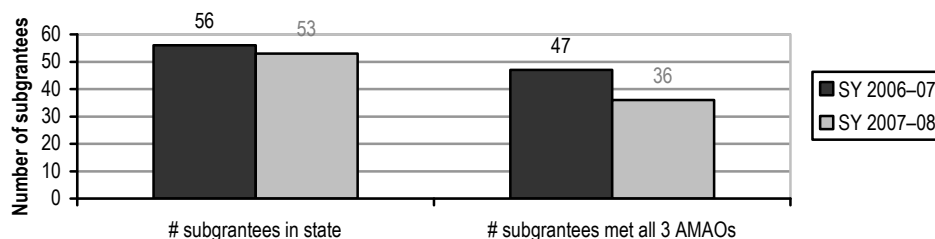
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, 84% of subgrantees met all three AMAOs.
In SY 2007–08, 68% of subgrantees met all three AMAOs.

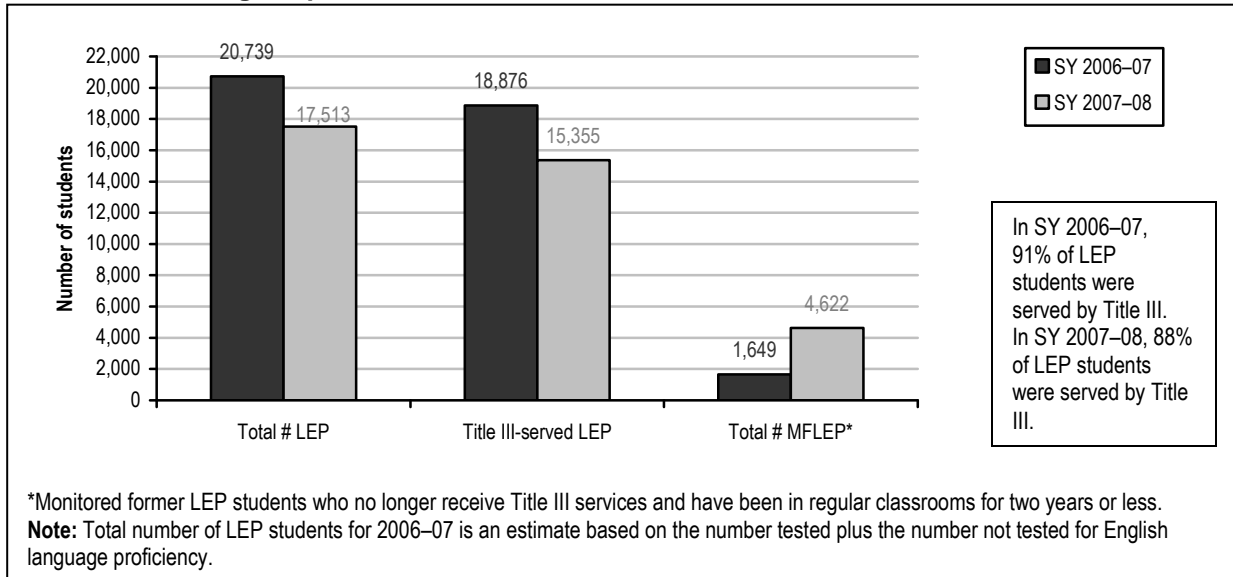
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$3,174,723**; in SY 2007–08, funding was **\$3,292,640**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it met all three AMAOs for SYs 2006–07 and 2007–08.

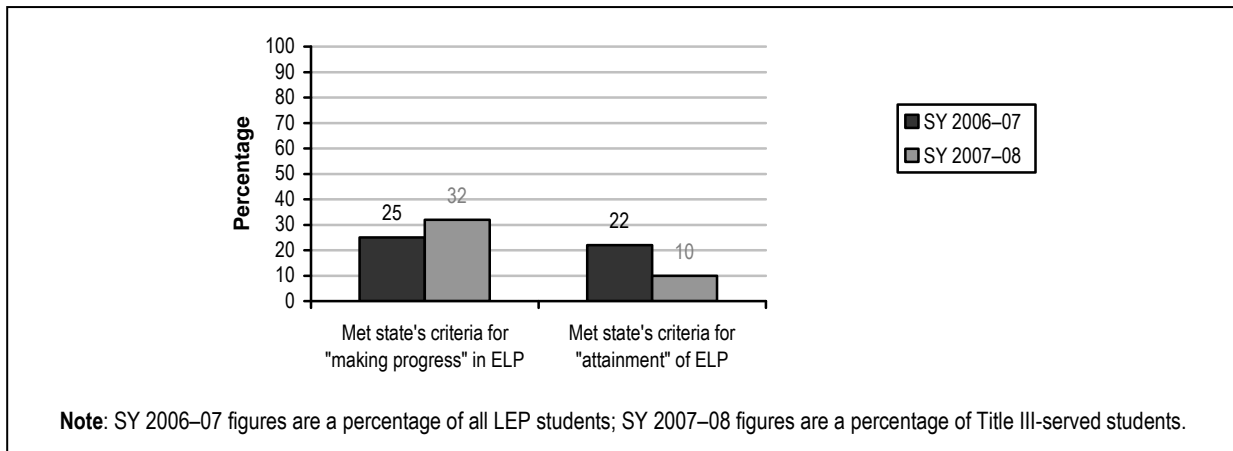
Alaska

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



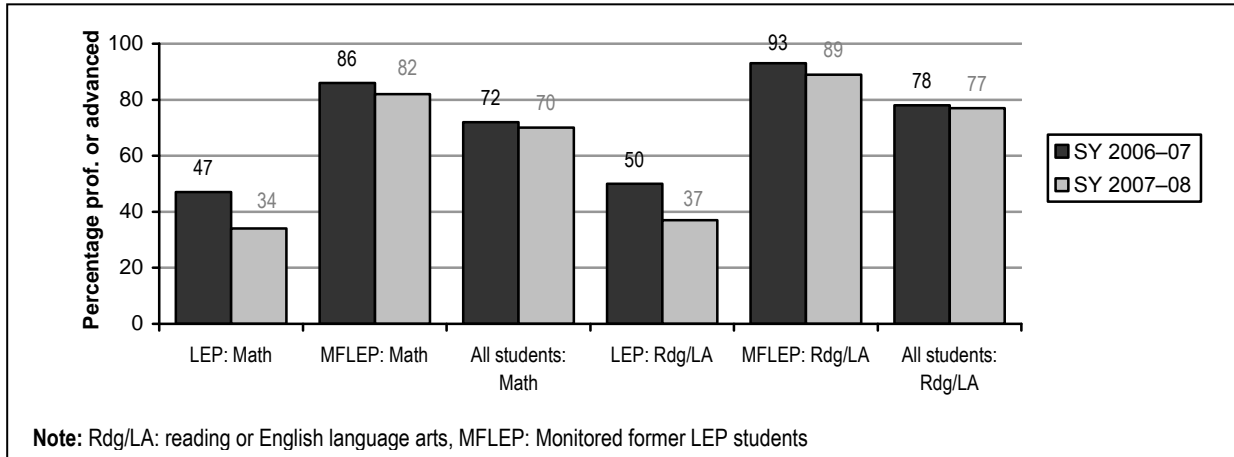
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



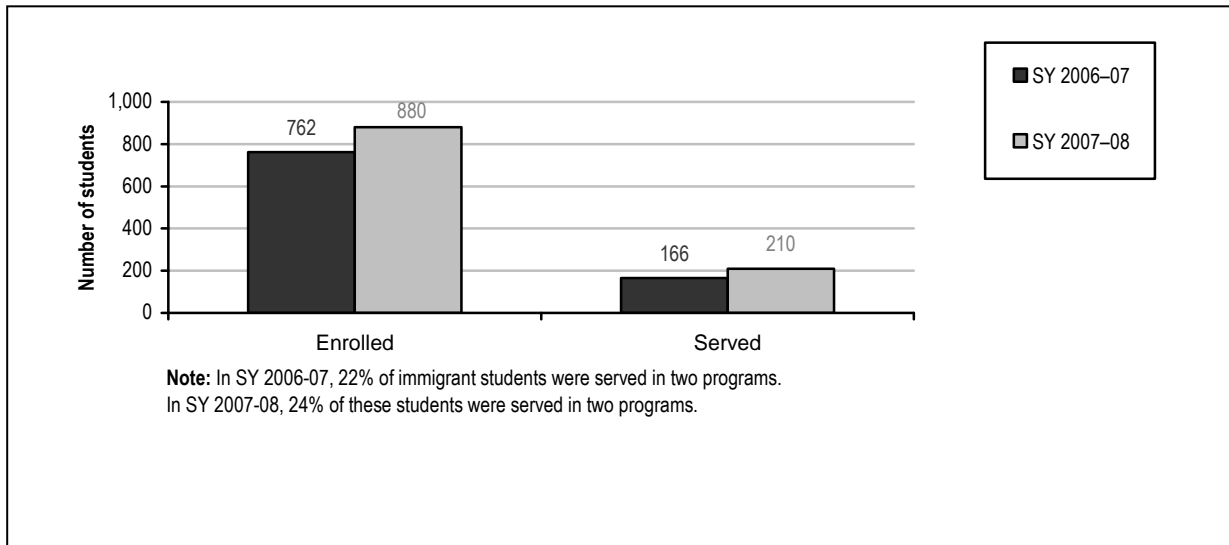
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Yup'ik	Inupiac	Spanish	Filipino	Russian
	7,062	1,968	1,858	1,079	768
SY 2007–08	Yup'ik	Inupiac	Spanish	Filipino	Samoan
	6,120	2,124	1,987	1,225	902

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08

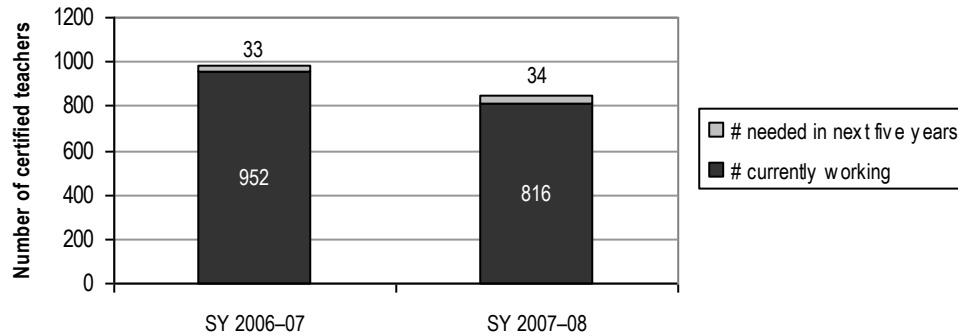


Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
		Two-way immersion	✓	✓	Structured English immersion
✓	✓	Transitional bilingual	✓	✓	Sheltered English instruction
✓	✓	Dual language		✓	Specially Designed Academic Instruction in English (SDAIE)
	✓	Developmental bilingual	✓	✓	Content-based ESL
✓	✓	Heritage language	✓	✓	Pull-out ESL

Education Staff Information

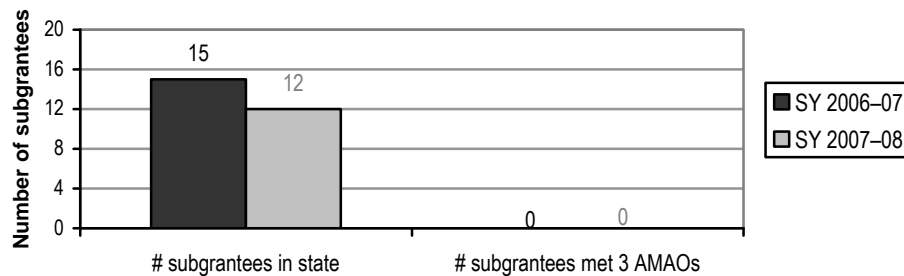
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: No subgrantees met all three AMAOs in either SY 2006–07 or SY 2007–08.

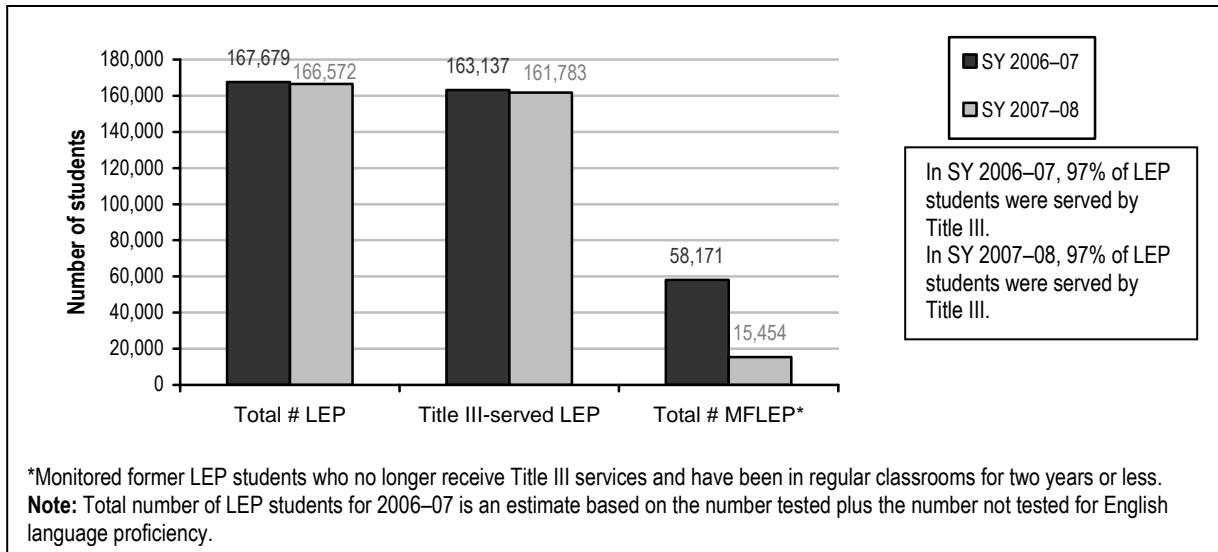
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$951,490**; in SY 2007–08, funding was **\$654,107**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs in either SY 2006–07 or 2007–08.

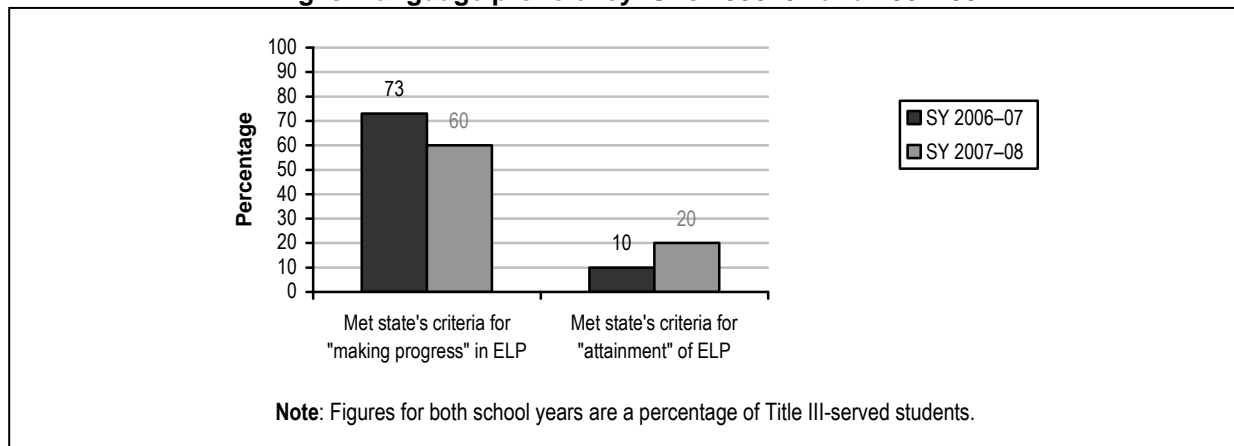
Arizona

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08

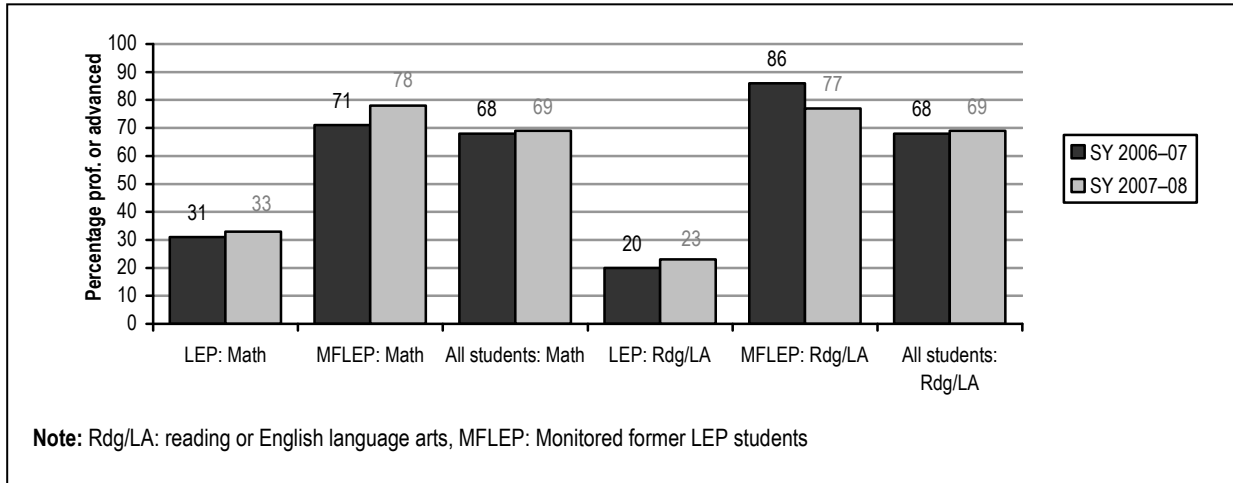


Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

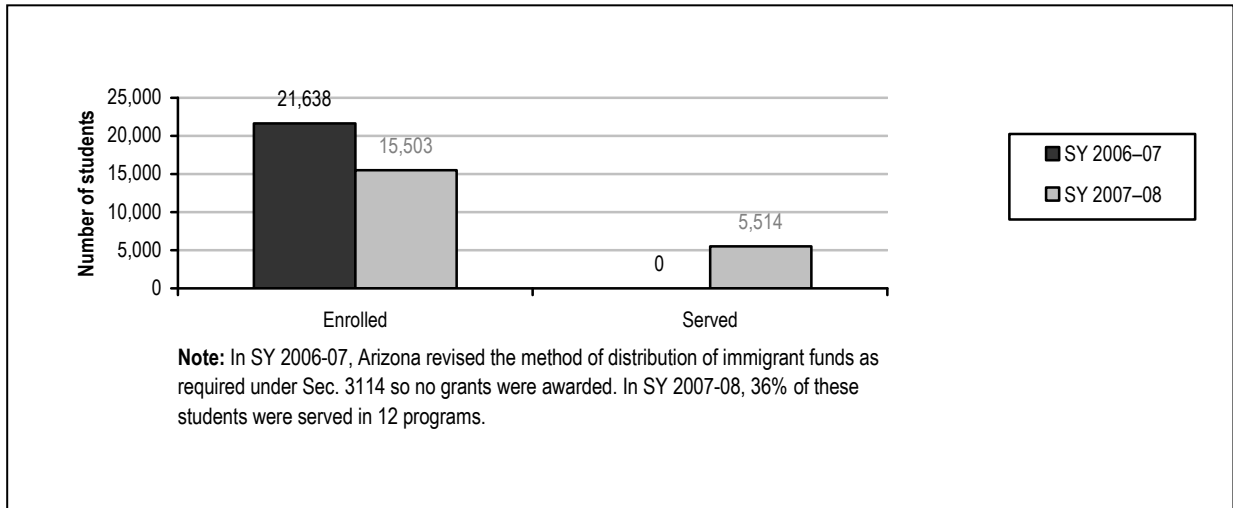
SY 2006–07	Spanish	Navajo	Other Non-Indian	Vietnamese	Arabic
	132,942	4,177	1,990	1,139	751
SY 2007–08	Spanish	Navajo	Other Non-Indian	Vietnamese	Arabic
	156,537	4,739	2,773	1,719	1,094

Note: State reported "Other Non-Indian" without further specification of the language name.

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08



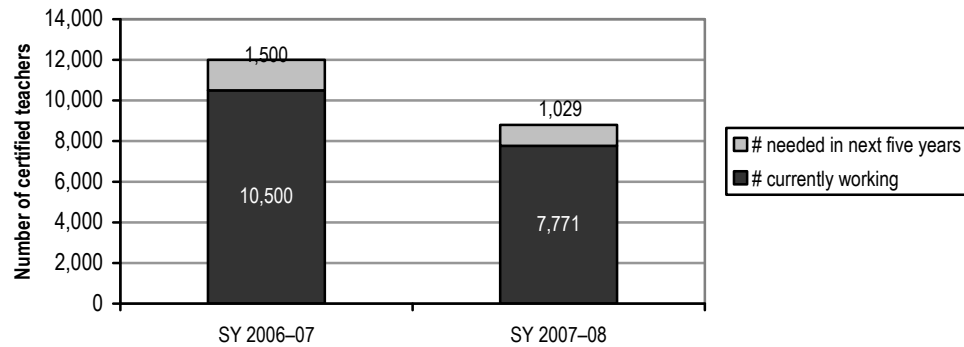
Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

LIEPs that use English and another language		LIEPs that use only English	
	Two-way immersion	✓	Structured English immersion
	Transitional bilingual		Sheltered English instruction
✓	Dual language		Specially Designed Academic Instruction in English (SDAIE)
	Developmental bilingual		Content-based ESL
✓	Heritage language		Pull-out ESL

Note: The state's subgrantees used the same LIEPs during both years of this report.

Education Staff Information

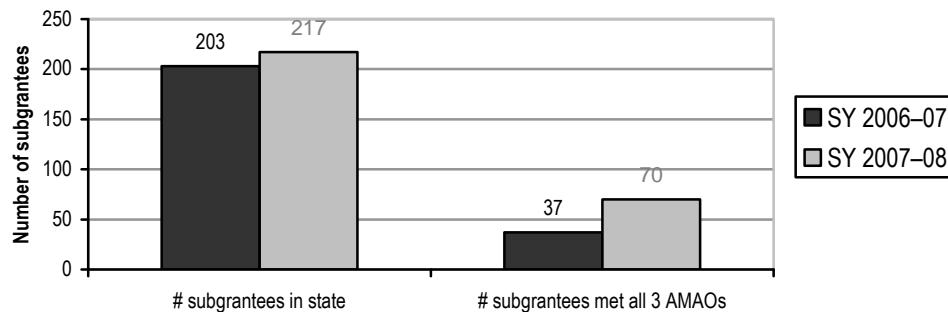
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, 18% of subgrantees met all three AMAOs.
In SY 2007–08, 32% of subgrantees met all three AMAOs.

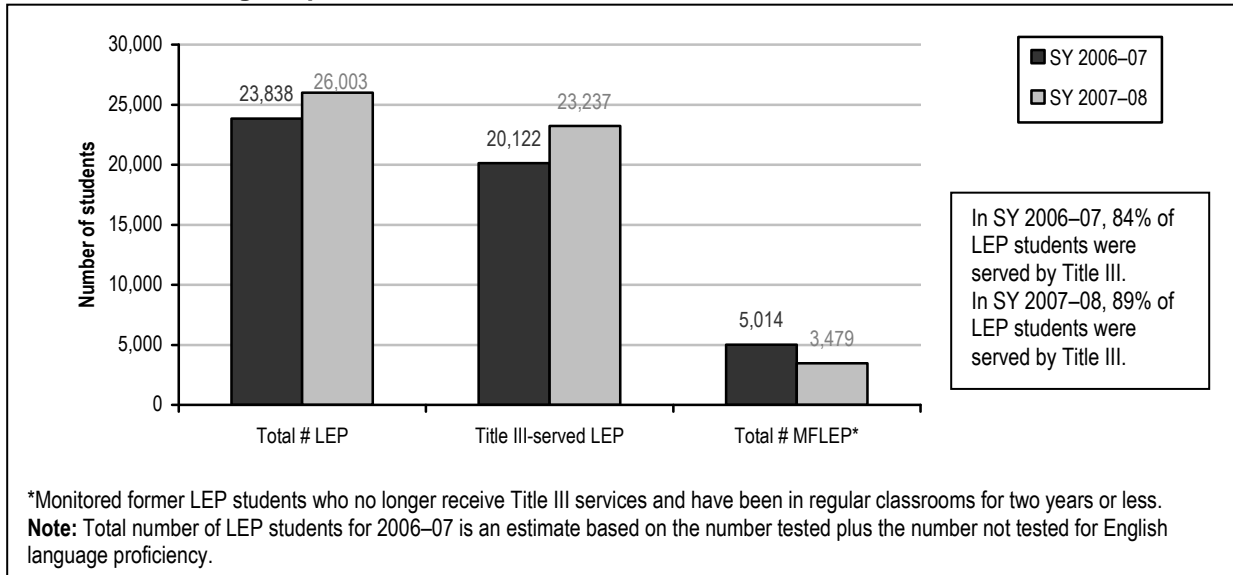
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$17,374,634**; in SY 2007–08, funding was **\$19,762,263**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs in either SY 2006–07 or 2007–08.

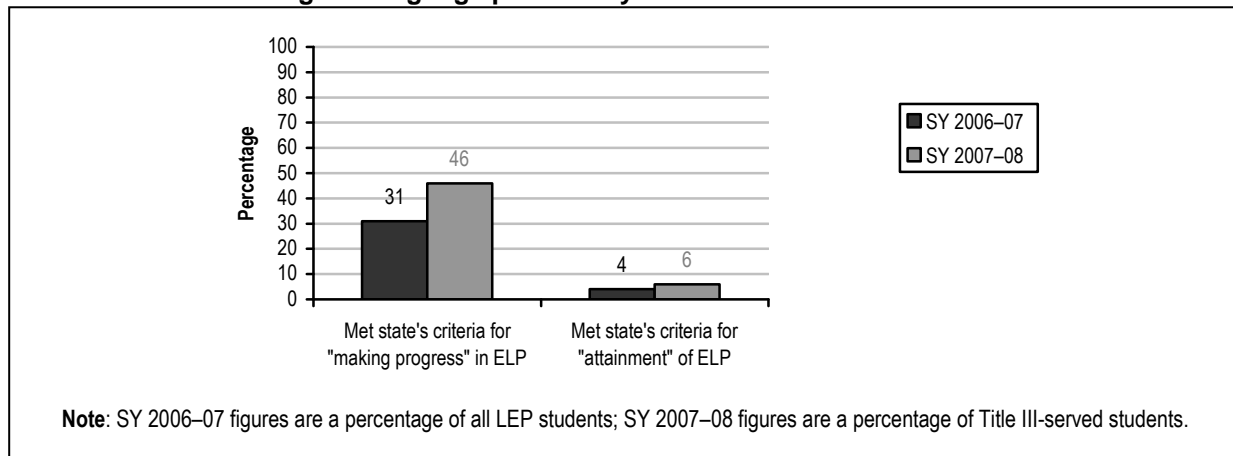
Arkansas

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



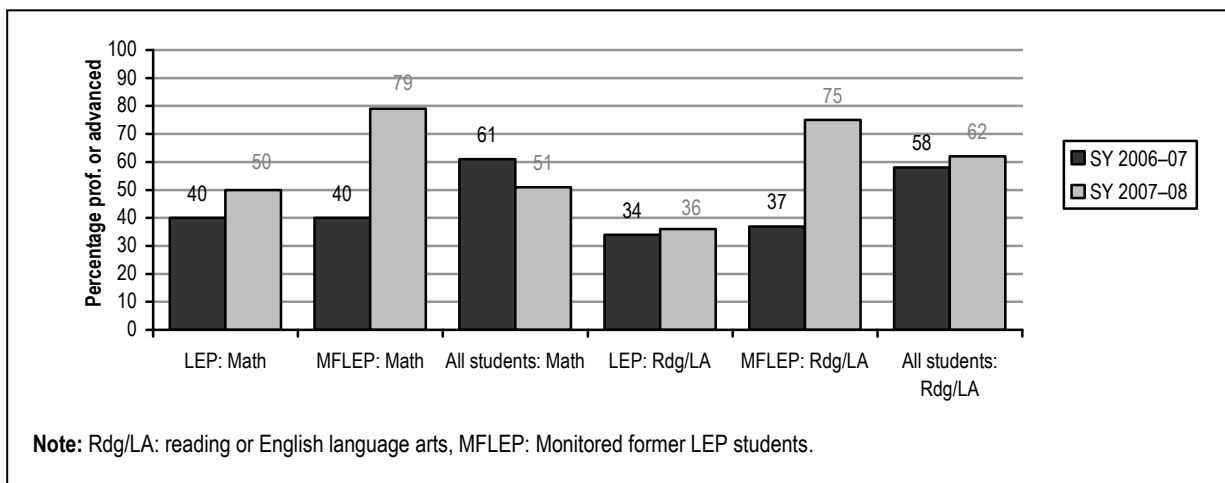
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



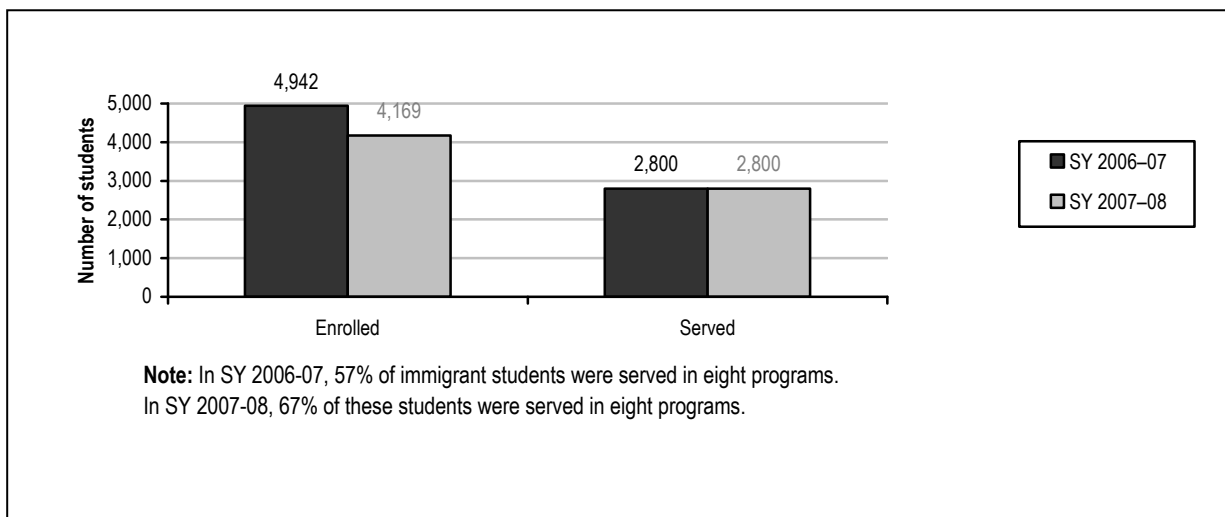
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Marshalllese	Laotian	Hmong	Vietnamese
	20,577	810	404	375	339
SY 2007–08	Spanish	Marshalllese	Hmong	Laotian	Vietnamese
	22,838	910	406	387	384

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08



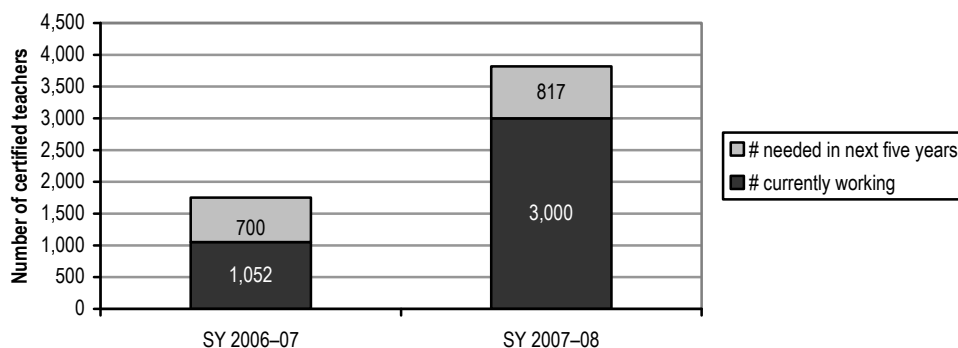
Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
		Two-way immersion	✓		Structured English immersion
		Transitional bilingual	✓	✓	Sheltered English instruction
		Dual language	✓	✓	Specially Designed Academic Instruction in English (SDAIE)
		Developmental bilingual	✓	✓	Content-based ESL
		Heritage language	✓	✓	Pull-out ESL

Note: The state's subgrantees used only English-based LIEPs during both years of this report.

Education Staff Information

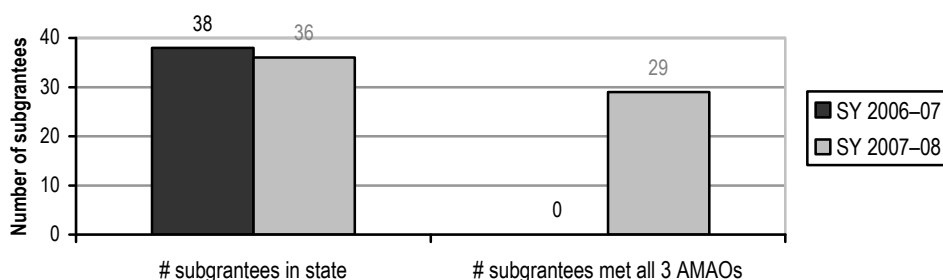
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, no subgrantees met all three AMAOs.
In SY 2007–08, 81% of subgrantees met all three AMAOs.

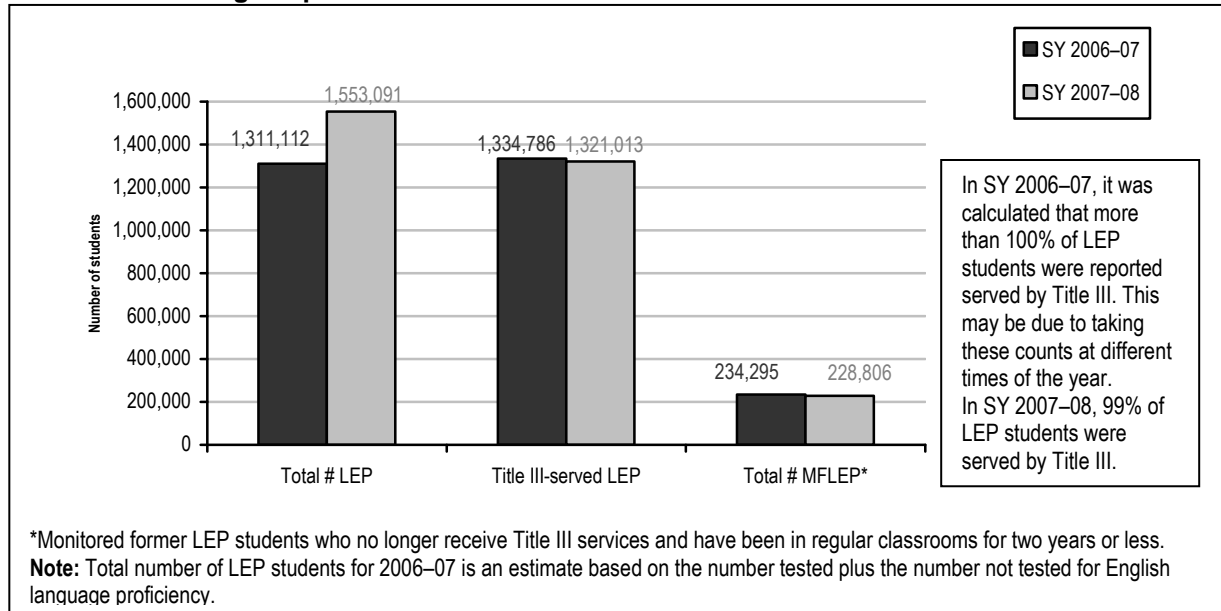
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$3,612,909**; in SY 2007–08, funding was **\$2,734,955**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs in either SY 2006–07 or 2007–08.

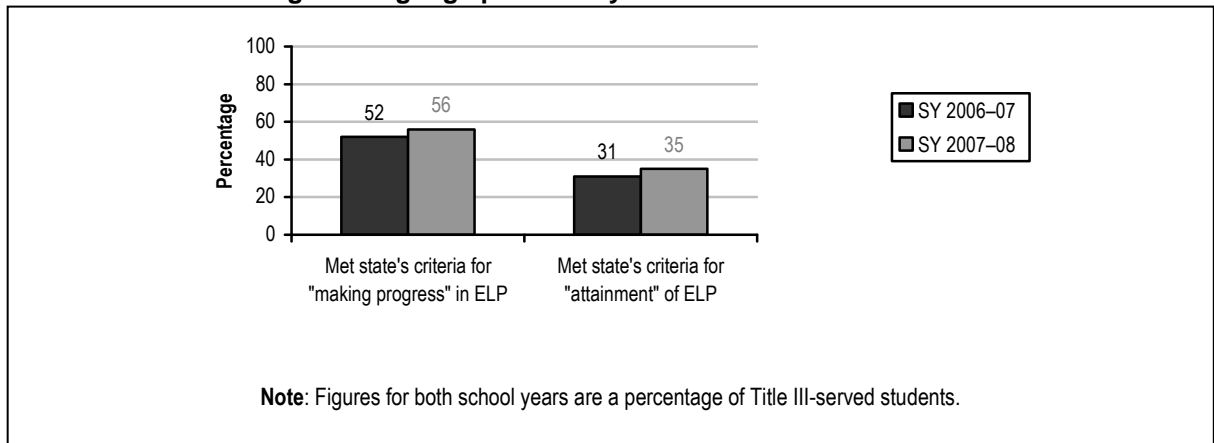
California

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



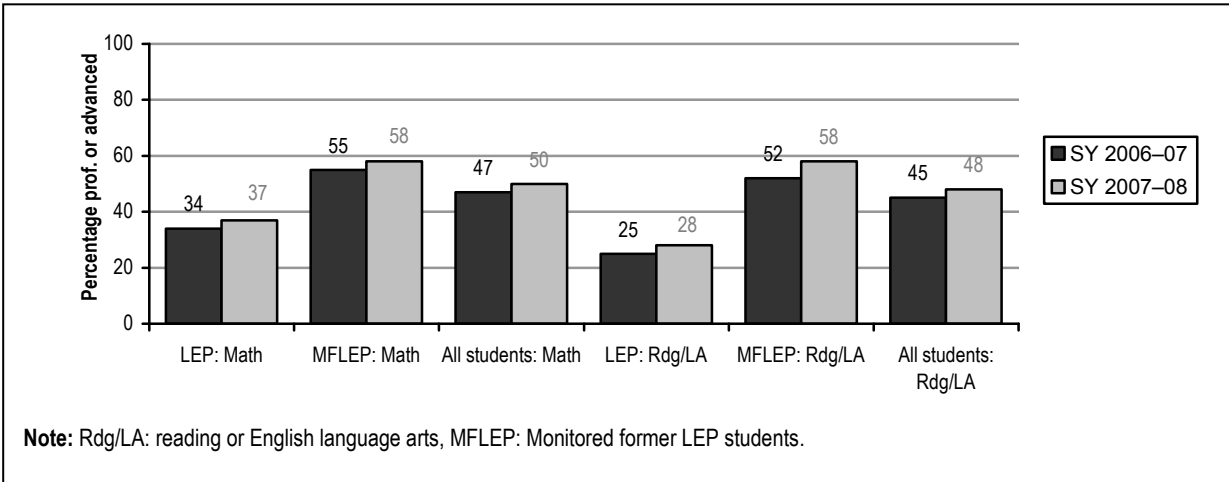
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



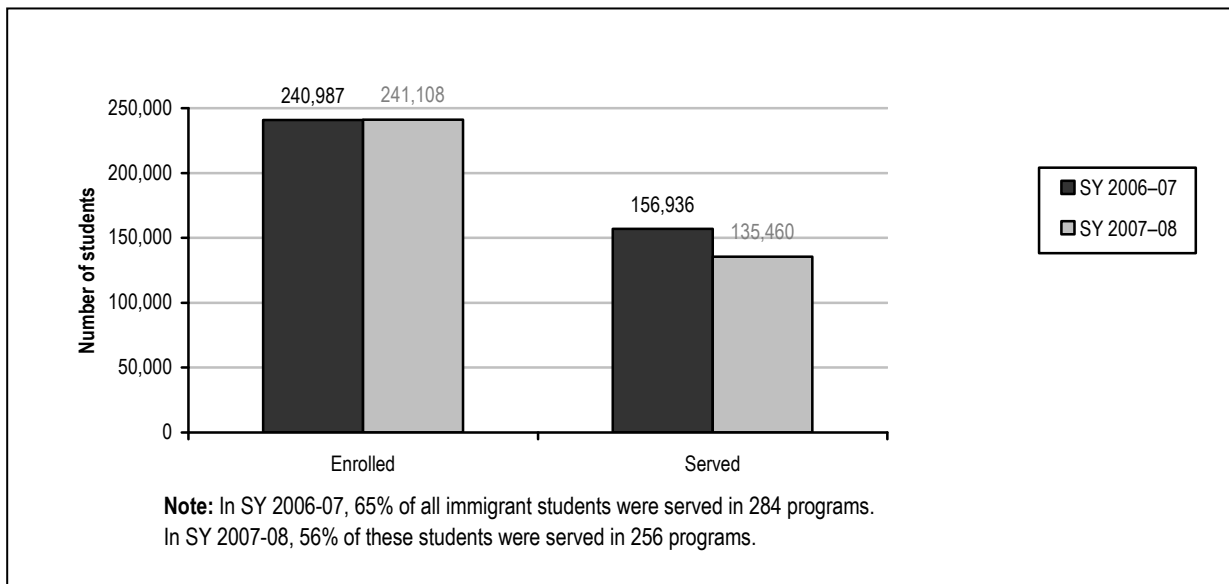
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Vietnamese	Filipino	Cantonese	Hmong
	1,338,611	34,356	21,435	21,388	21,047
SY 2007–08	Spanish	Vietnamese	Filipino	Cantonese	Hmong
	1,320,981	34,712	22,389	21,551	19,715

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08

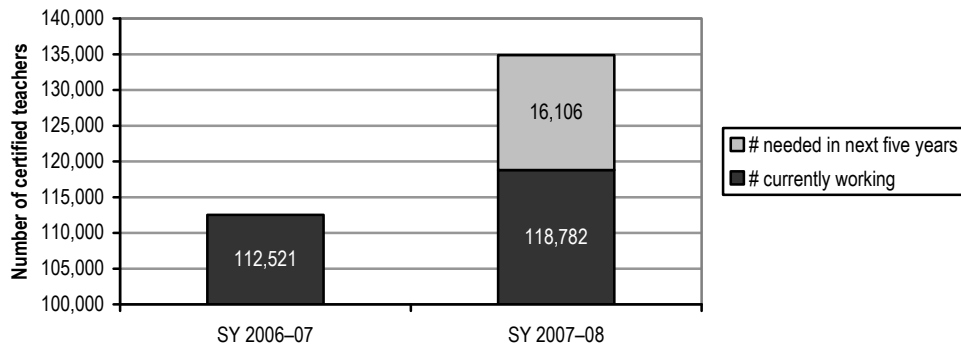


Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
✓	✓	Two-way immersion	✓	✓	Structured English immersion
✓	✓	Transitional bilingual		✓	Sheltered English instruction
✓	✓	Dual language	✓	✓	Specially Designed Academic Instruction in English (SDAIE)
✓	✓	Developmental bilingual	✓	✓	Content-based ESL
✓	✓	Heritage language		✓	Pull-out ESL

Education Staff Information

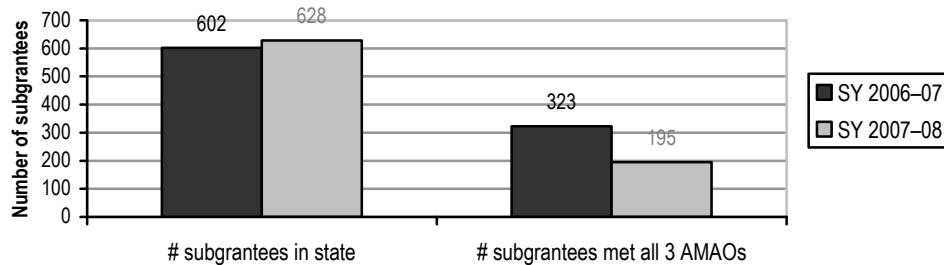
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: In 2006–07, the state did not report the number of additional certified/licensed teachers needed in five years.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, 54% of subgrantees met all three AMAOs.
In SY 2007–08, 31% of subgrantees met all three AMAOs.

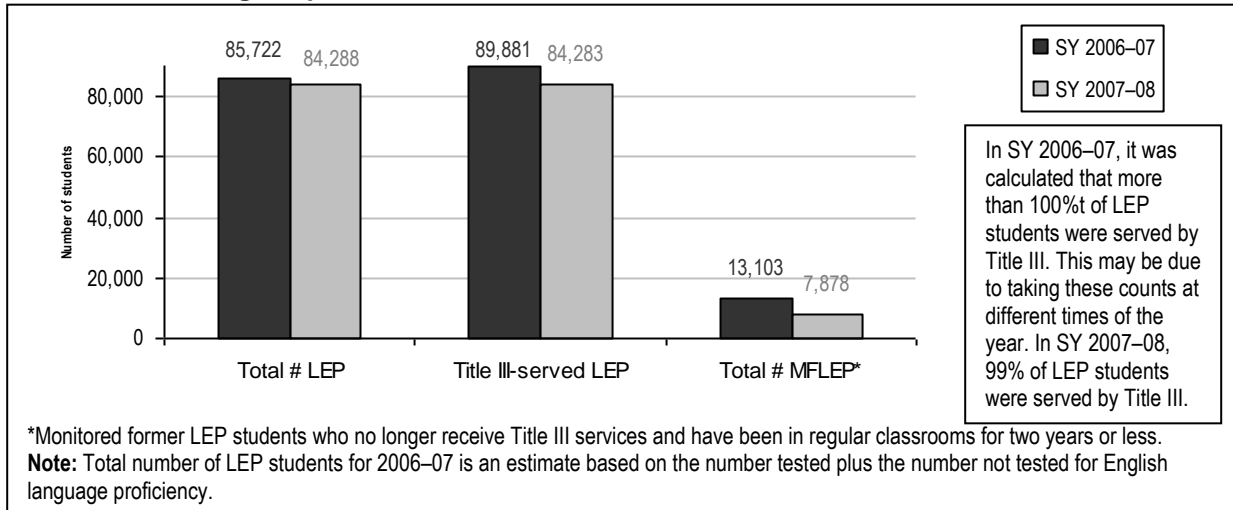
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$166,955,253**; in SY 2007–08, funding was **\$169,943,708**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it met all three AMAOs for SY 2006–07, but not for 2007–08.

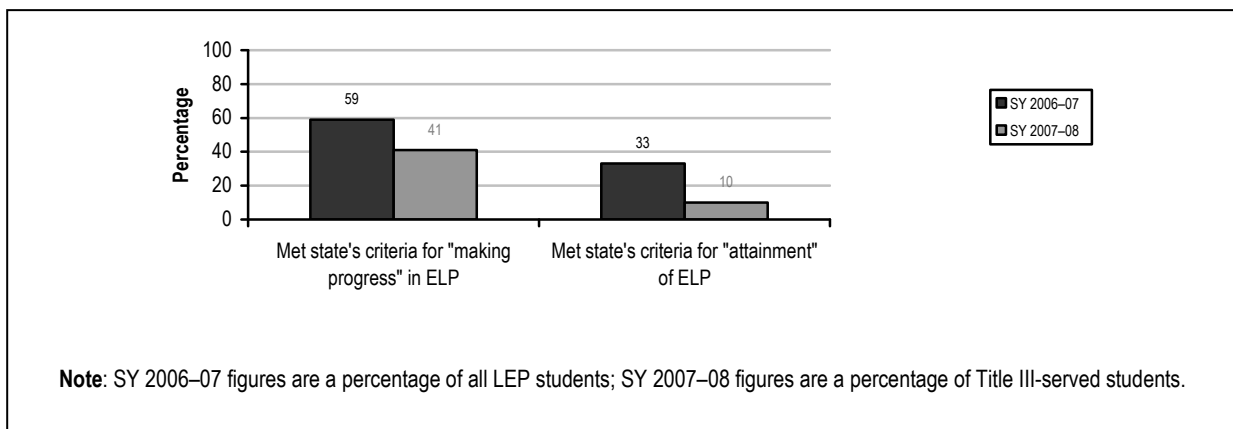
Colorado

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



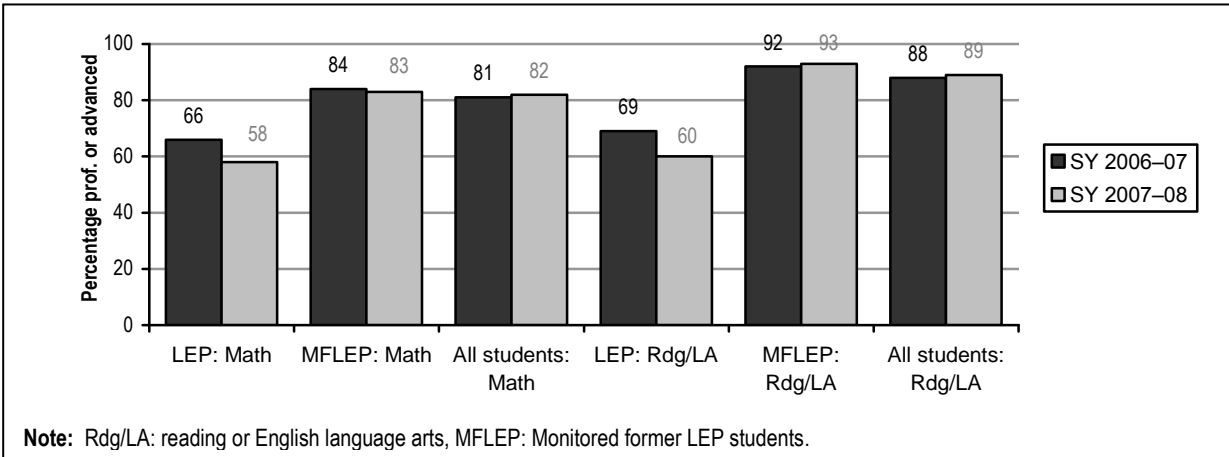
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



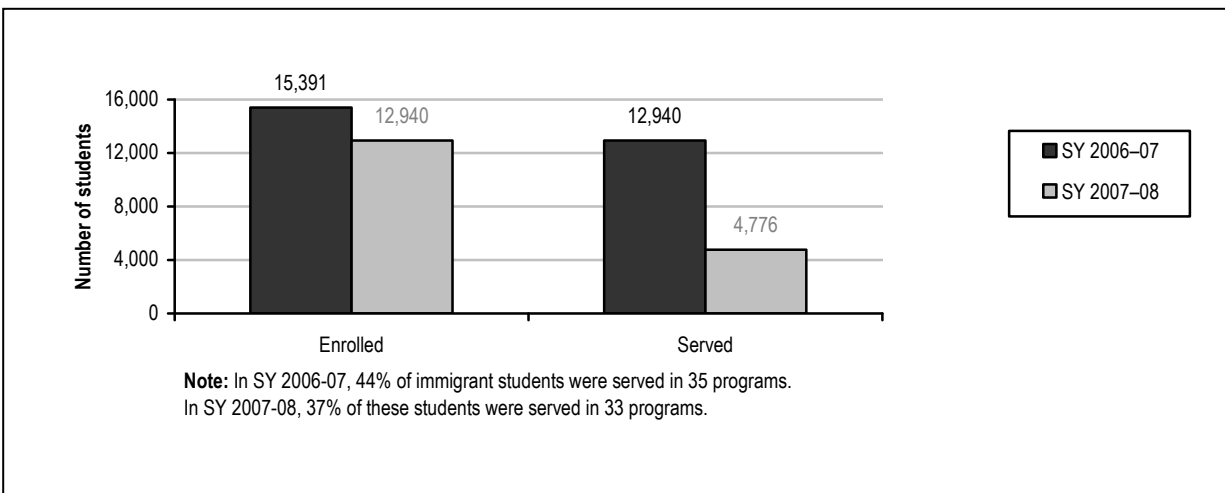
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Vietnamese	Russian	Korean	Hmong
	106,693	2,786	1,347	1,236	937
SY 2007–08	Spanish	Vietnamese	Russian	Korean	Hmong
	107,968	2,816	1,414	1,324	960

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08



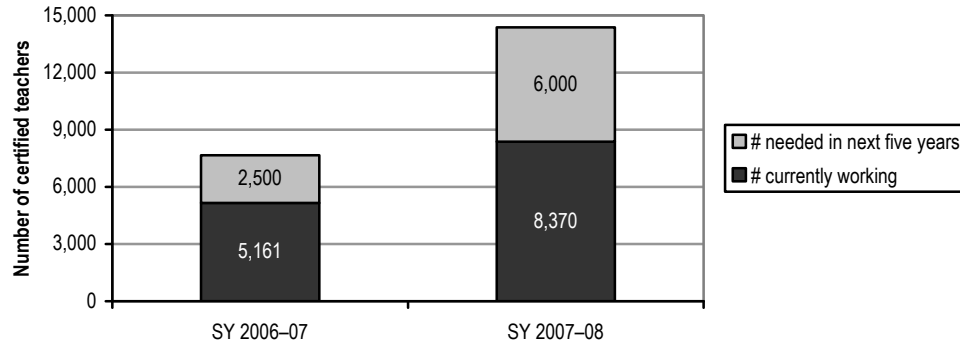
Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

LIEPs that use English and another language		LIEPs that use only English	
✓	Two-way immersion	✓	Structured English immersion
✓	Transitional bilingual	✓	Sheltered English instruction
✓	Dual language	✓	Specially Designed Academic Instruction in English (SDAIE)
✓	Developmental bilingual	✓	Content-based ESL
✓	Heritage language	✓	Pull-out ESL

Note: The state's subgrantees used the same LIEPs during both years of this report.

Education Staff Information

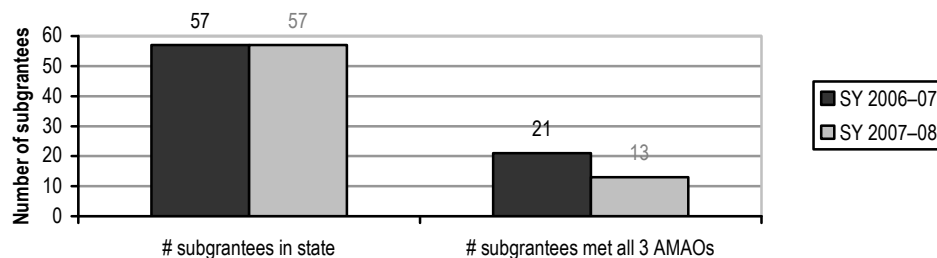
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, 37% of subgrantees met all three AMAOs.

In SY 2007–08, 23% of subgrantees met all three AMAOs.

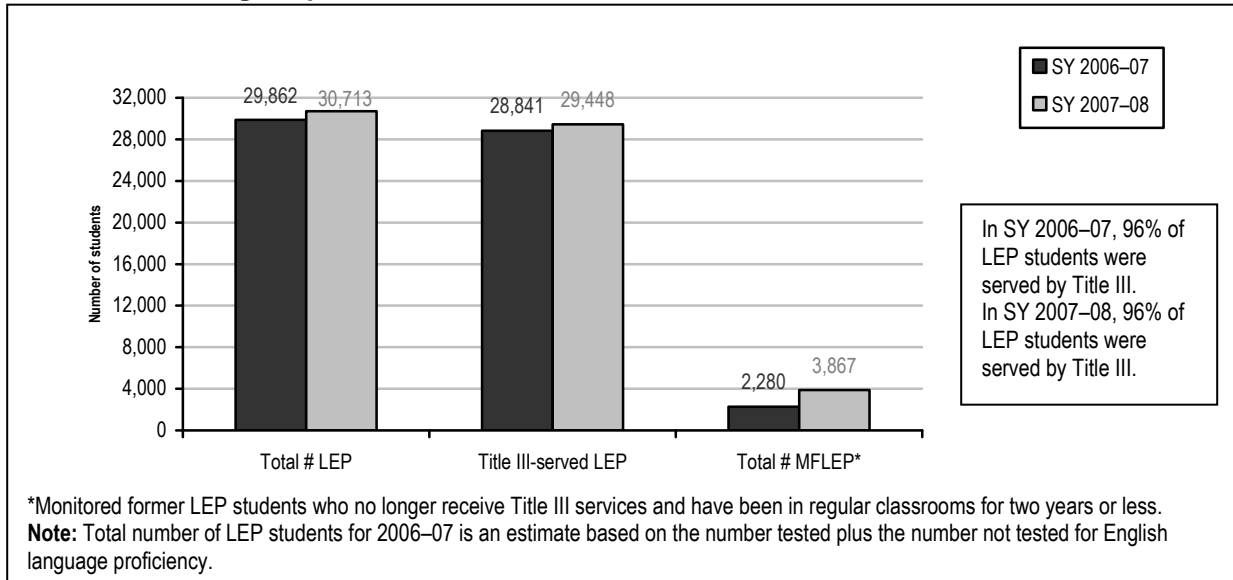
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$9,613,097**; in SY 2007–08, funding was **\$9,861,486**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it met all three AMAOs in SY 2006–07, but not in 2007–08.

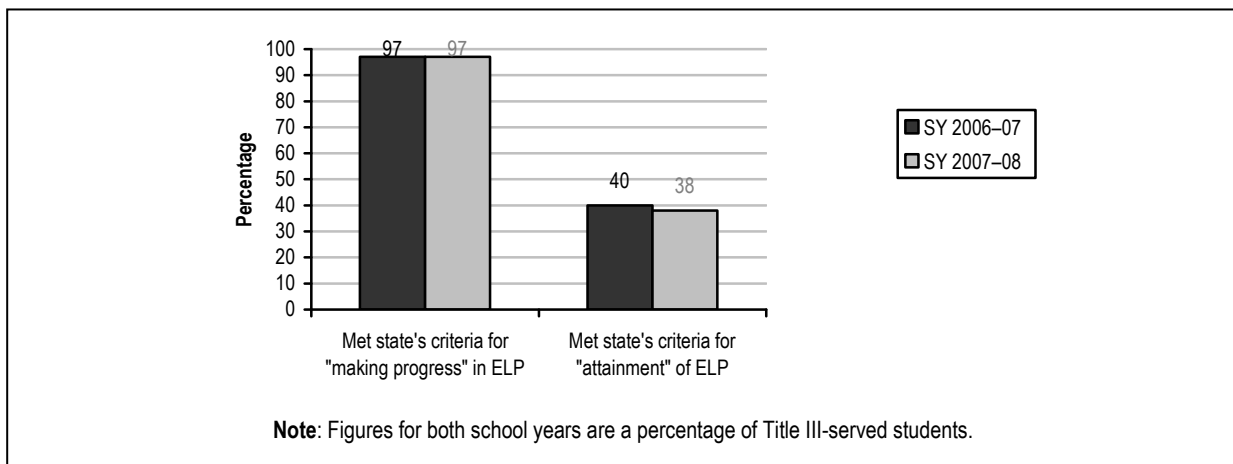
Connecticut

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



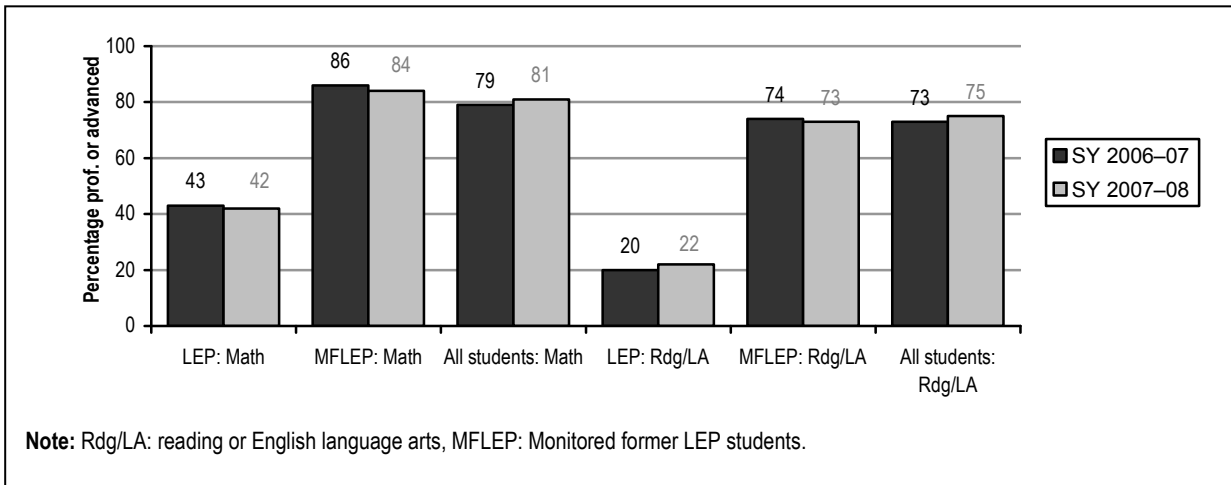
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



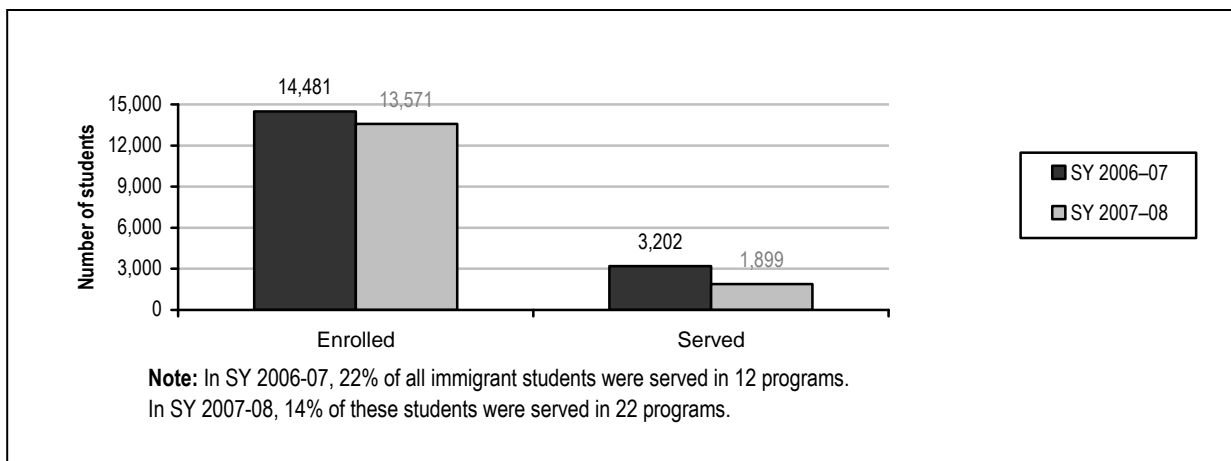
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Portuguese	Polish	Chinese	Creole-Haitian
	21,046	1,169	771	642	582
SY 2007–08	Spanish	Portuguese	Chinese	Polish	Creole-Haitian
	29,805	1,189	690	639	636

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08

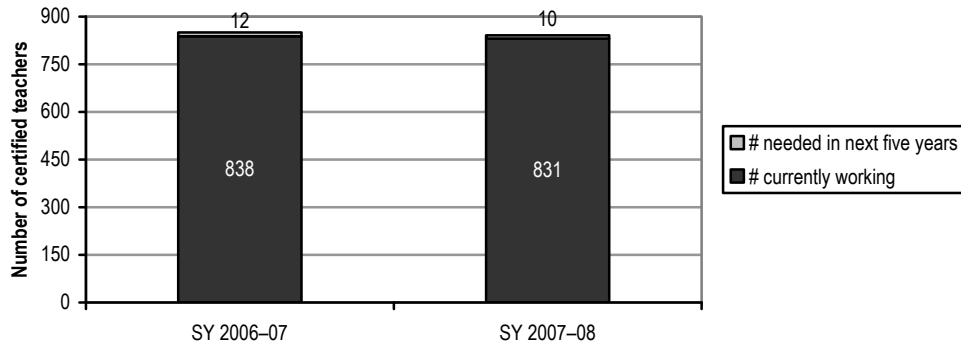


Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
	✓	Two-way immersion			Structured English immersion
✓	✓	Transitional bilingual	✓	✓	Sheltered English instruction
✓	✓	Dual language			Specially Designed Academic Instruction in English (SDAIE)
		Developmental bilingual	✓	✓	Content-based ESL
		Heritage language	✓	✓	Pull-out ESL

Education Staff Information

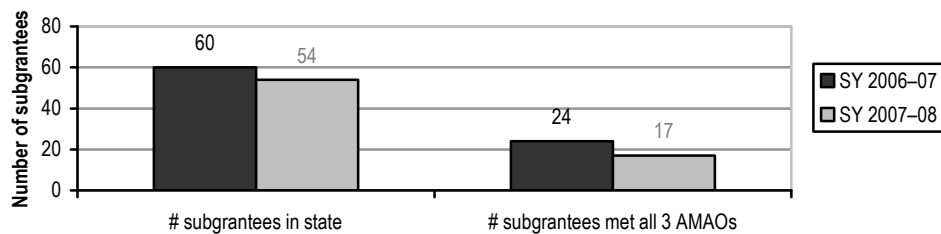
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, 40% of subgrantees met all three AMAOs.
In SY 2007–08, 31% of subgrantees met all three AMAOs.

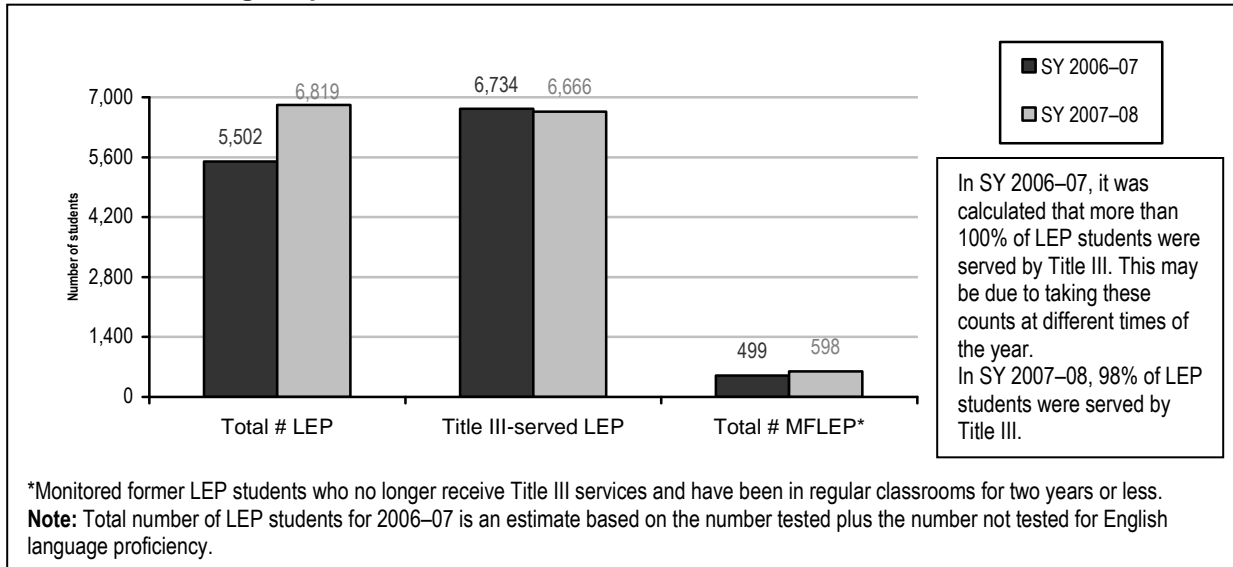
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$5,571,146**; in SY 2007–08, funding was **\$5,487,120**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs in either SY 2006–07 or 2007–08.

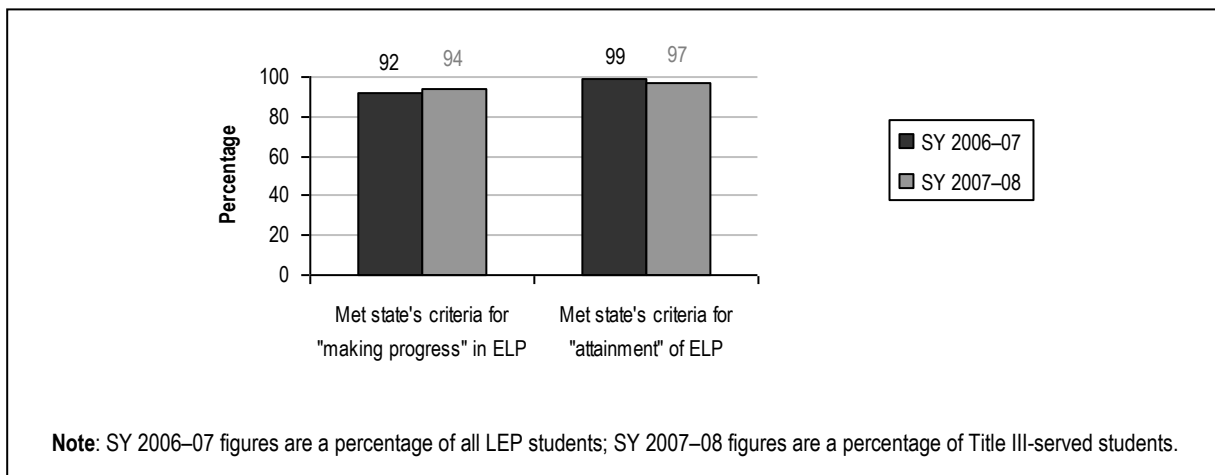
Delaware

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006-07 and 2007-08



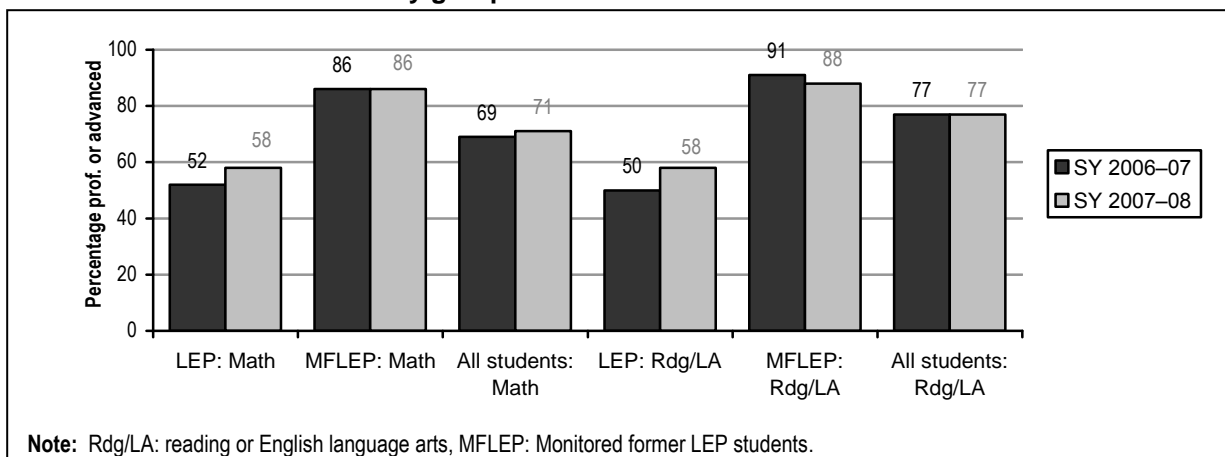
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006-07 and 2007-08



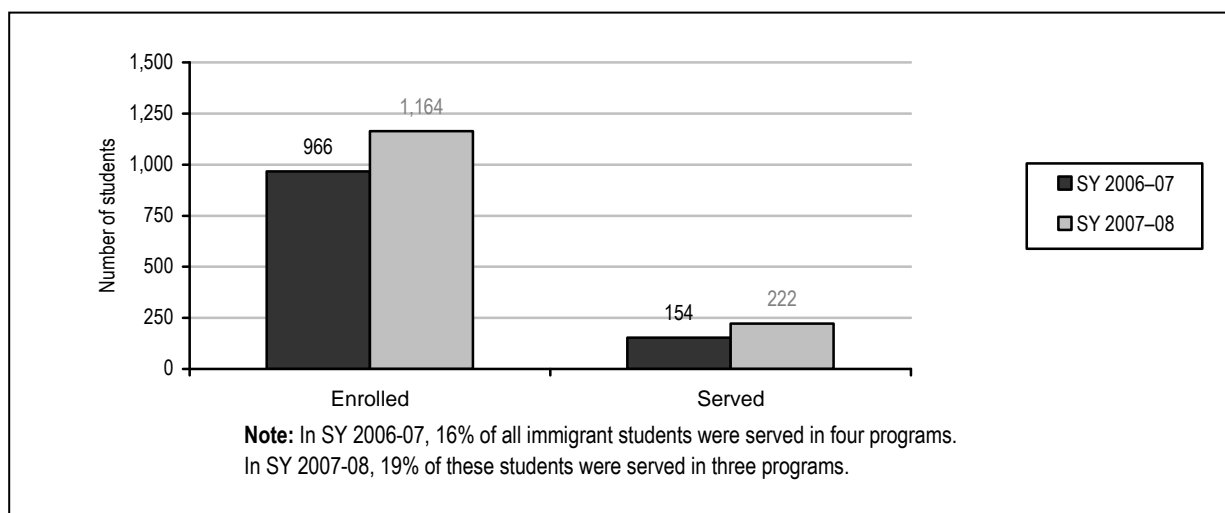
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006-07 and 2007-08

SY 2006-07	Spanish	Creole	Chinese	Korean	Arabic
	5,230	251	148	108	100
SY 2007-08	Spanish	Creole	Chinese	Gujarati	Korean
	5,287	260	133	108	109

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08

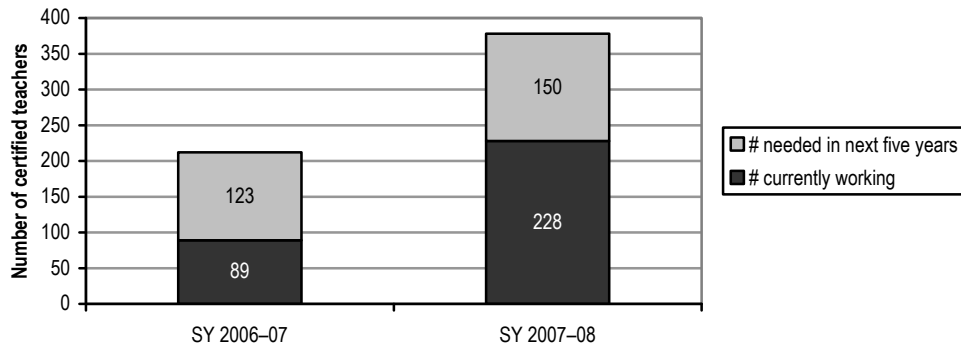


Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006-07 and 2007-08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
		Two-way immersion		✓	Structured English immersion
✓	✓	Transitional bilingual	✓	✓	Sheltered English instruction
✓	✓	Dual language			Specially Designed Academic Instruction in English (SDAIE)
	✓	Developmental bilingual	✓		Content-based ESL
		Heritage language	✓	✓	Pull-out ESL

Education Staff Information

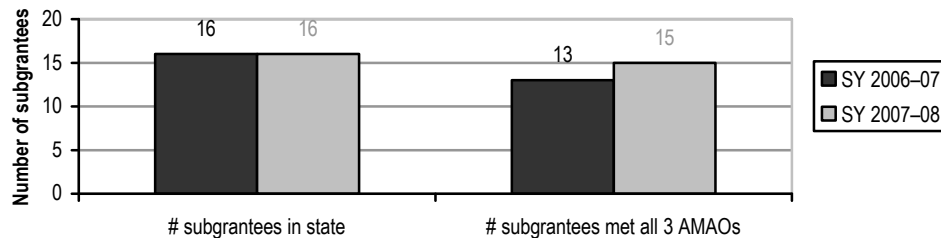
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, 94% of subgrantees met all three AMAOs.
In SY 2007–08, 82% of subgrantees met all three AMAOs.

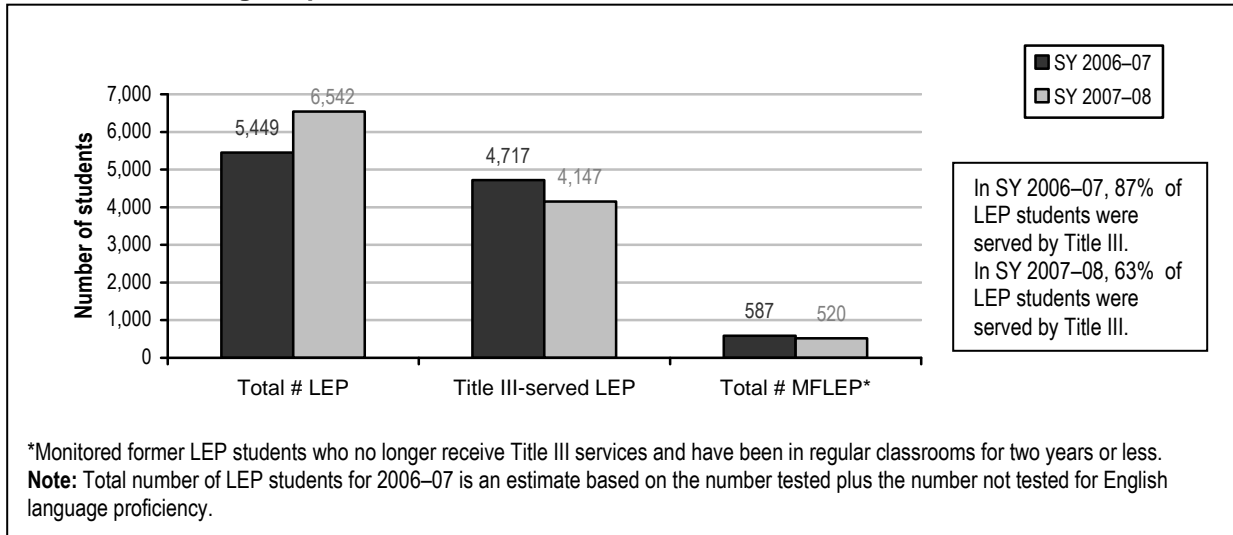
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$1,212,964**; in SY 2007–08, funding was **\$1,360,340**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs in either SY 2006–07 or 2007–08.

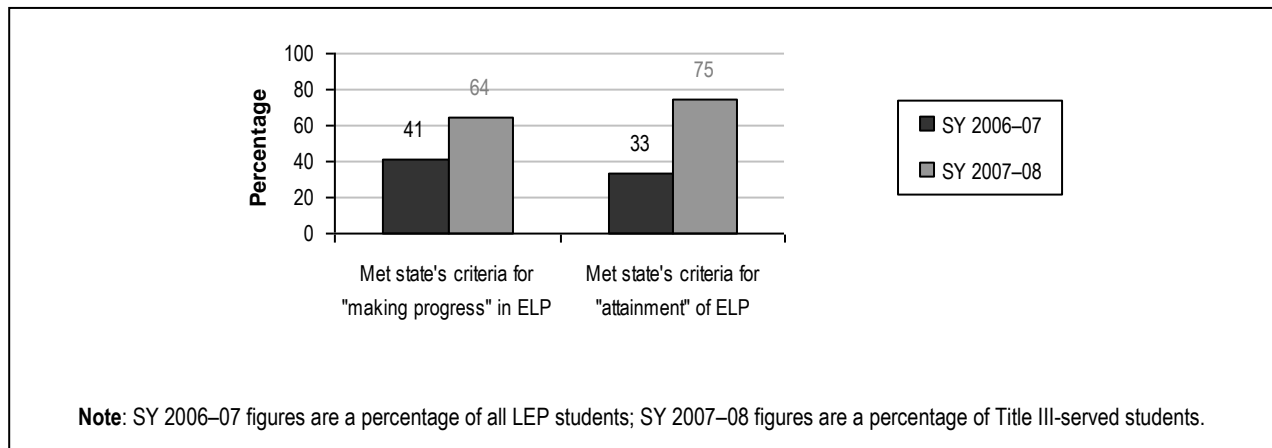
District of Columbia

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



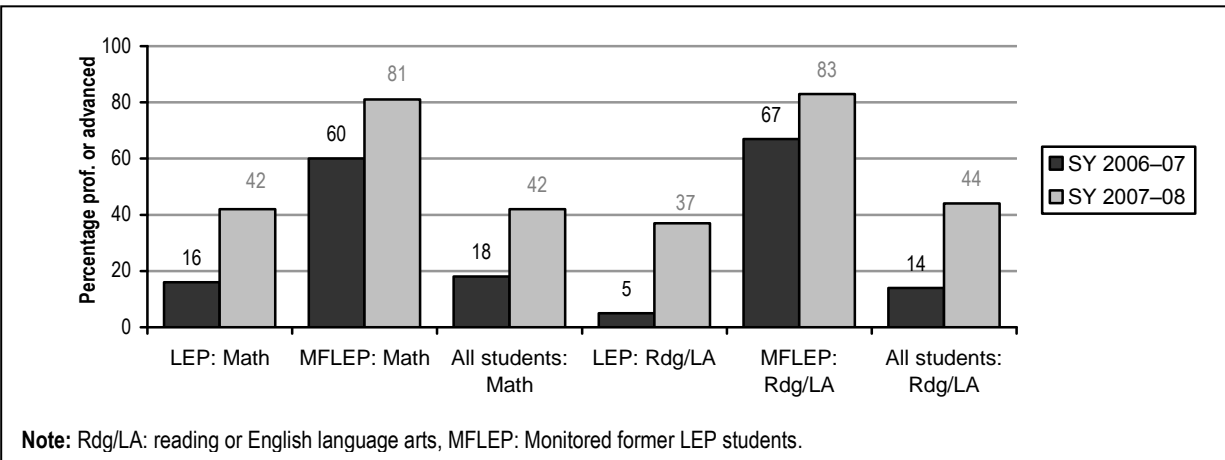
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



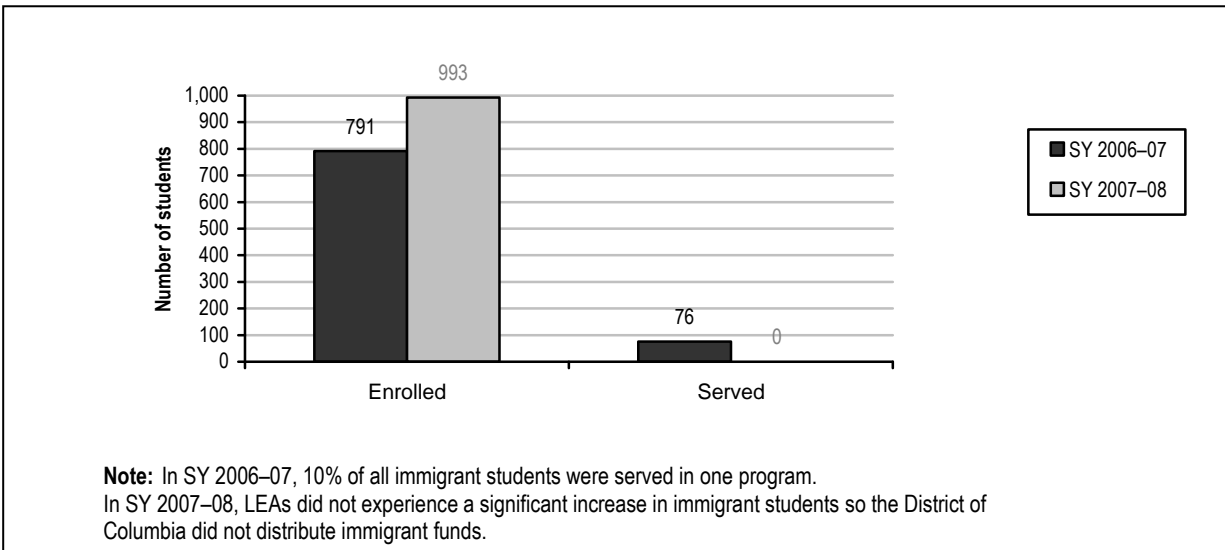
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Amharic	Chinese	French	Vietnamese
	3,567	154	147	114	109
SY 2007–08	Spanish	Chinese	Vietnamese	Amharic	French
	3,283	127	100	96	94

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08

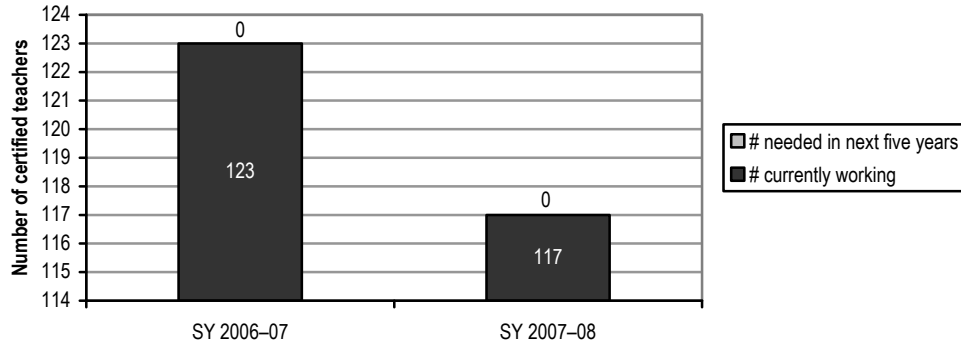


Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
	✓	Two-way immersion		✓	Structured English immersion
✓	✓	Transitional bilingual		✓	Sheltered English instruction
✓	✓	Dual language		✓	Specially Designed Academic Instruction in English (SDAIE)
		Developmental bilingual	✓	✓	Content-based ESL
		Heritage language	✓	✓	Pull-out ESL

Education Staff Information

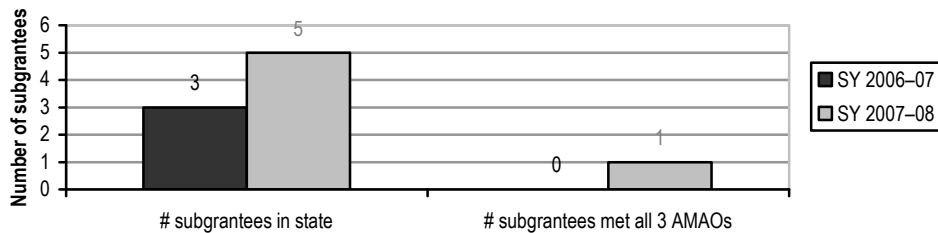
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, no subgrantee met all three AMAOs.
In SY 2007–08, 20% of subgrantees met all three AMAOs.

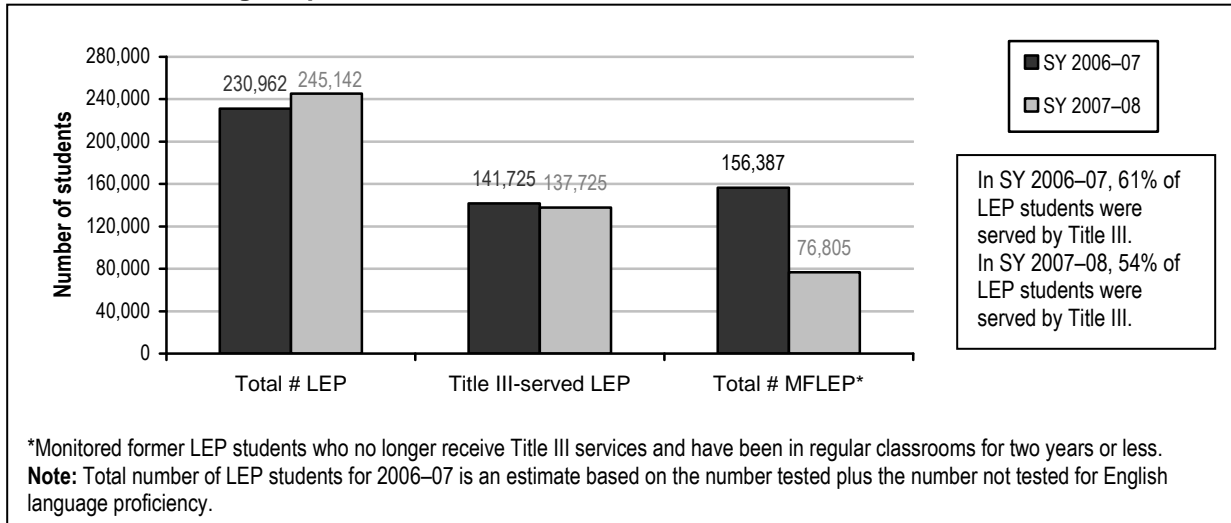
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$583,745**; in SY 2007–08, funding was **\$595,892**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The District reported that it did not meet all three AMAOs in either SY 2006–07 or 2007–08.

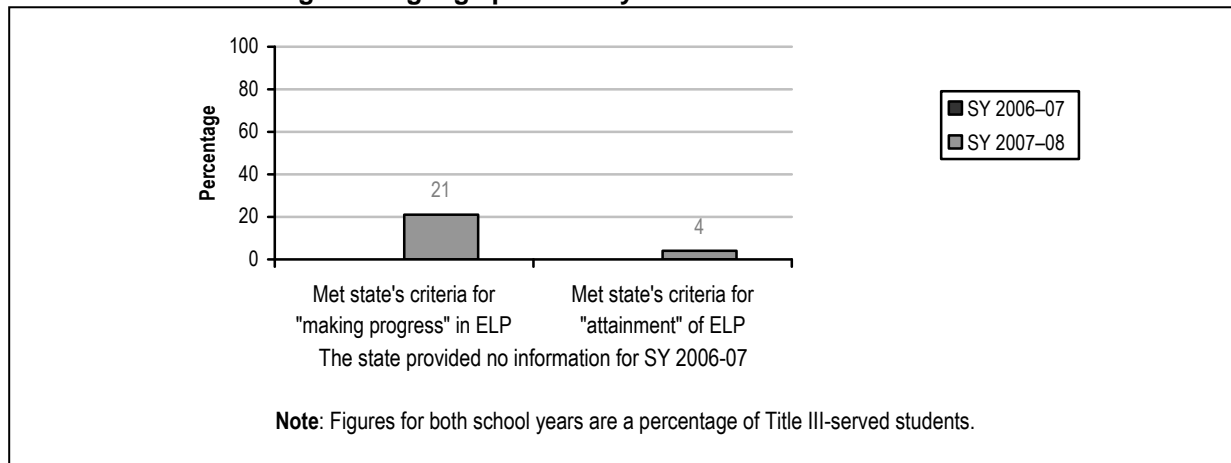
Florida

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



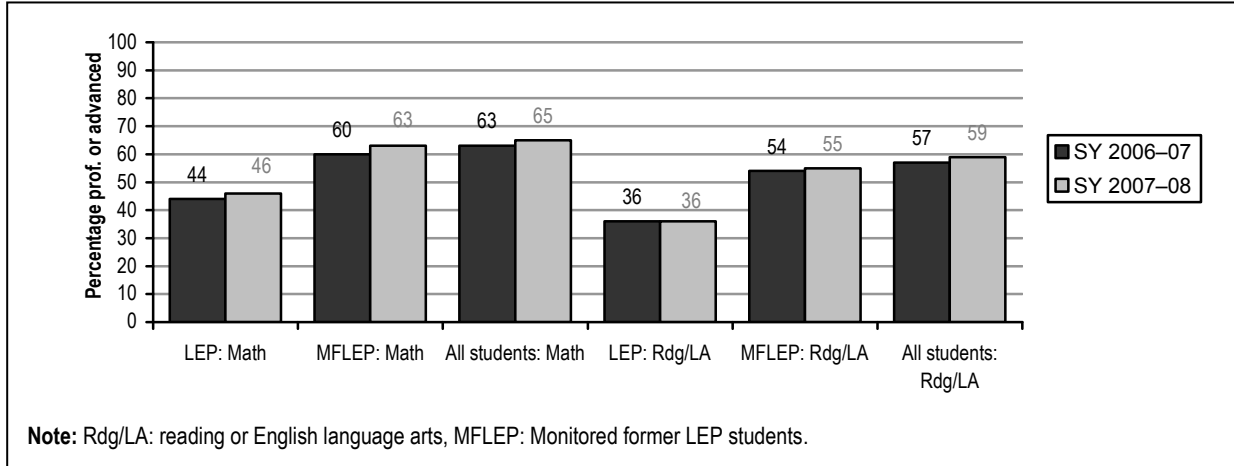
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



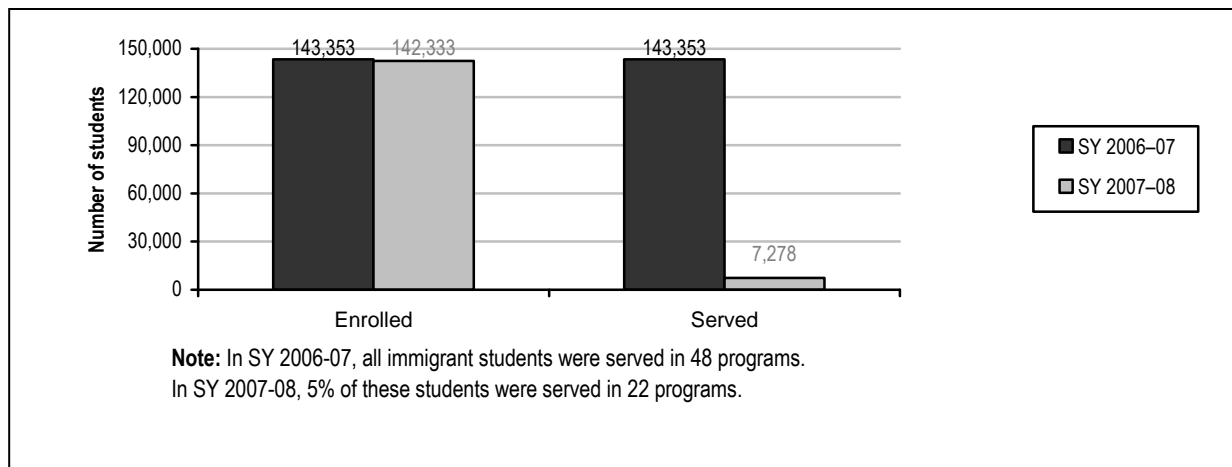
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Haitian-Creole	Portuguese	Vietnamese	French
	105,436	25,822	3,576	2,710	1,949
SY 2007–08	Spanish	Haitian-Creole	Portuguese	Vietnamese	Arabic
	194,091	28,776	3,739	3,007	2,065

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08

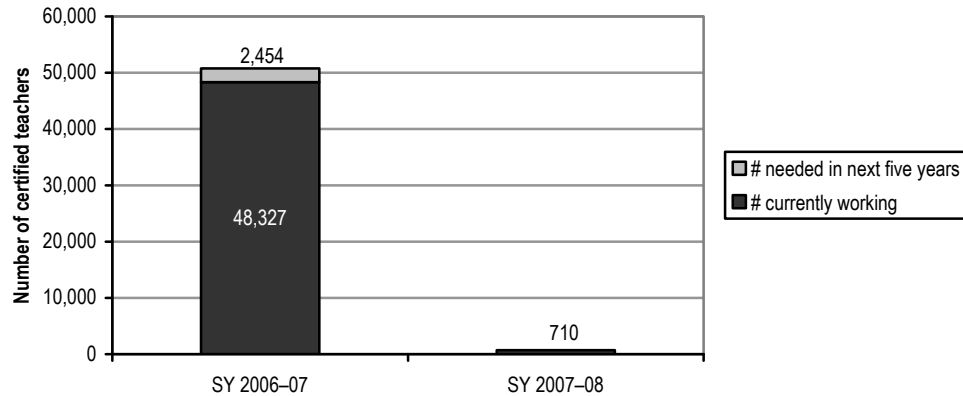


Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
		Two-way immersion	✓		Structured English immersion
✓		Transitional bilingual	✓		Sheltered English instruction
✓		Dual language	✓		Specially Designed Academic Instruction in English (SDAIE)
✓		Developmental bilingual	✓		Content-based ESL
		Heritage language			Pull-out ESL

Education Staff Information

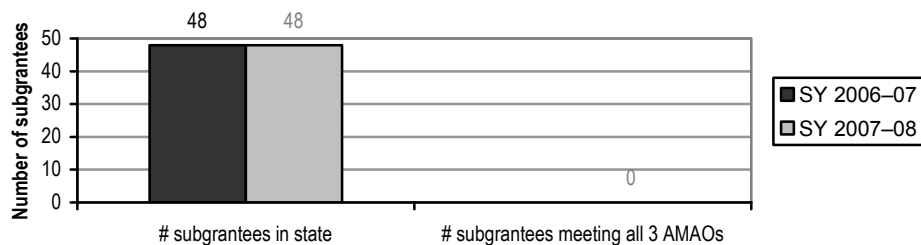
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: For SY 2007–08, the state did not collect data on the number of teachers needed in the next 5 years. The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: The state provided no AMAO information for SY 2006–07.
In SY 2007–08, no subgrantee met all three AMAOs.

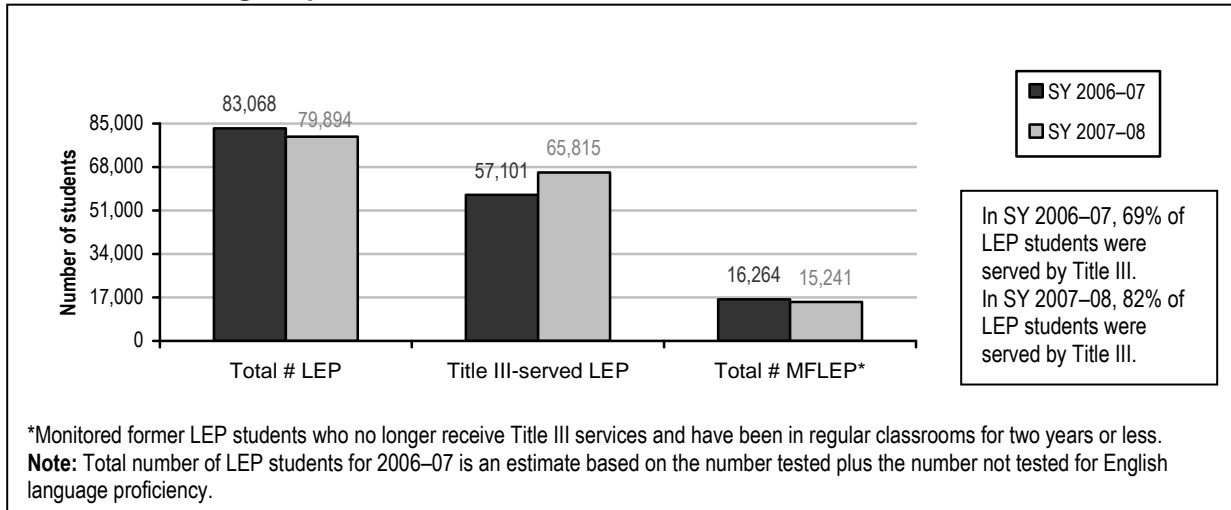
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$42,709,671**; in SY 2007–08, funding was **\$40,859,272**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs for either SY 2006–07 or 2007–08.

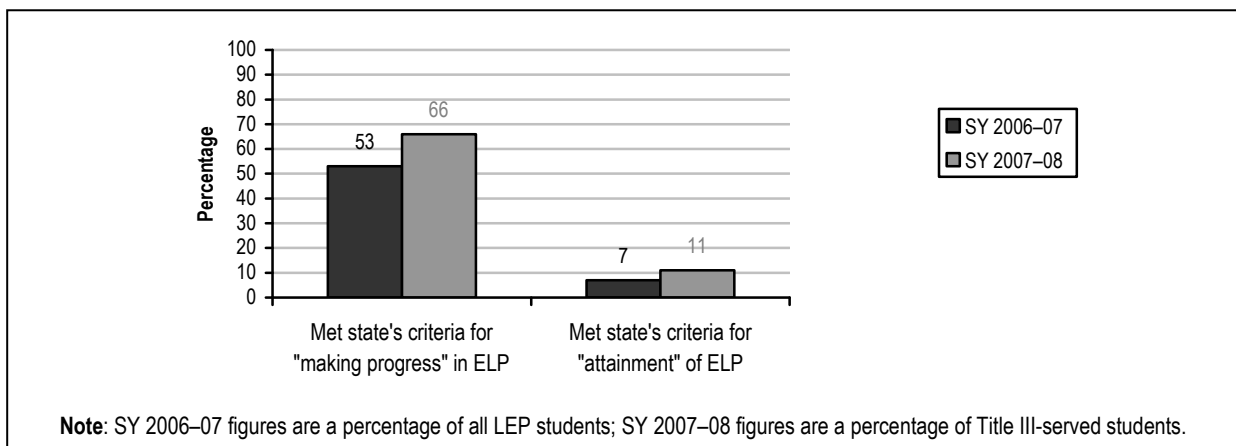
Georgia

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



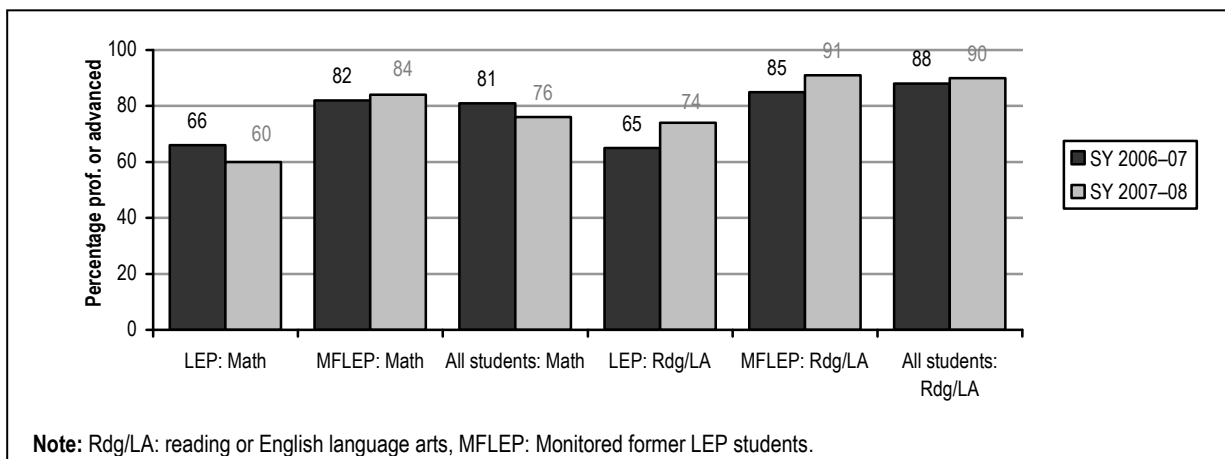
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



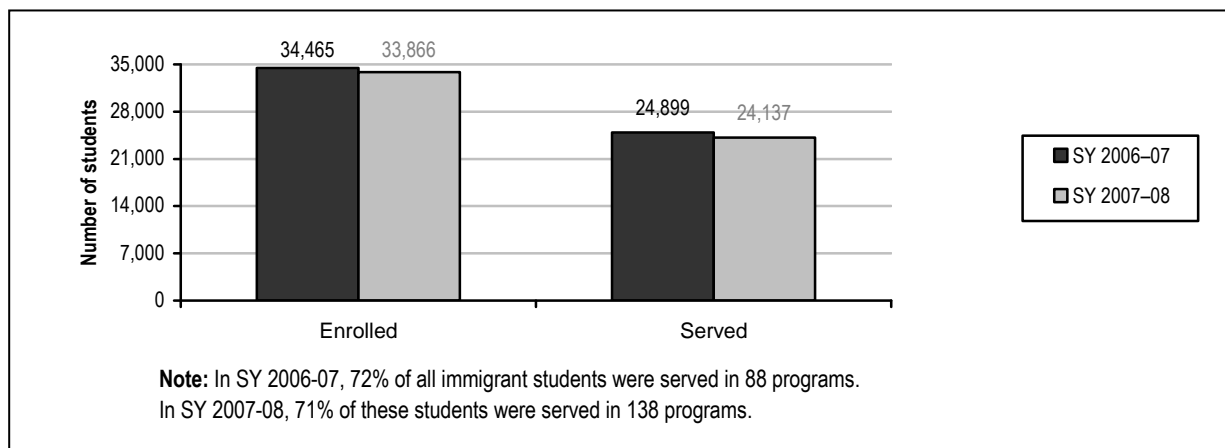
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Vietnamese	Korean	Other African	Other
	105,436	5,704	5,328	3,378	2,914
SY 2007–08	Spanish	Vietnamese	Korean	Other	Chinese
	63,811	2,151	2,083	1,483	1,063

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08



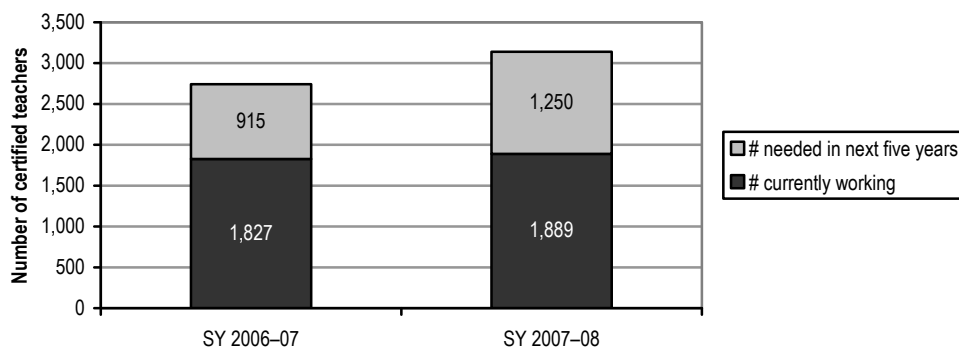
Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
		Two-way immersion			Structured English immersion
		Transitional bilingual	✓	✓	Sheltered English instruction
		Dual language	✓		Specially Designed Academic Instruction in English (SDAIE)
		Developmental bilingual	✓	✓	Content-based ESL
		Heritage language	✓	✓	Pull-out ESL

Note: The state's subgrantees used only English-based LIEPs during both years of this report.

Education Staff Information

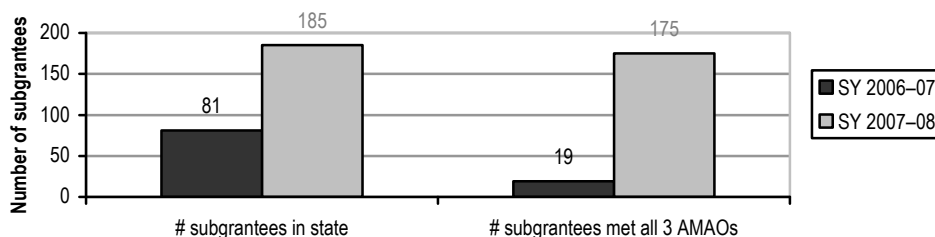
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, 23% of subgrantees met all three AMAOs.
In SY 2007–08, 95% of subgrantees met all three AMAOs.

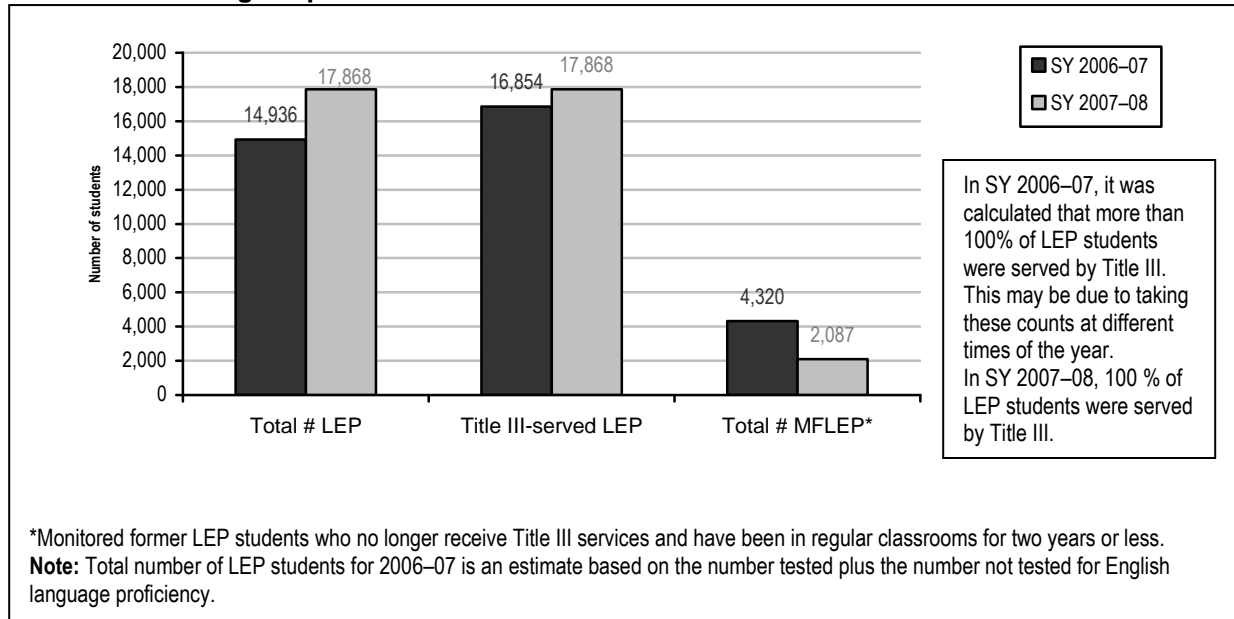
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$13,188,888**; in SY 2007–08, funding was **\$15,192,009**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs in either SY 2006–07 or 2007–08.

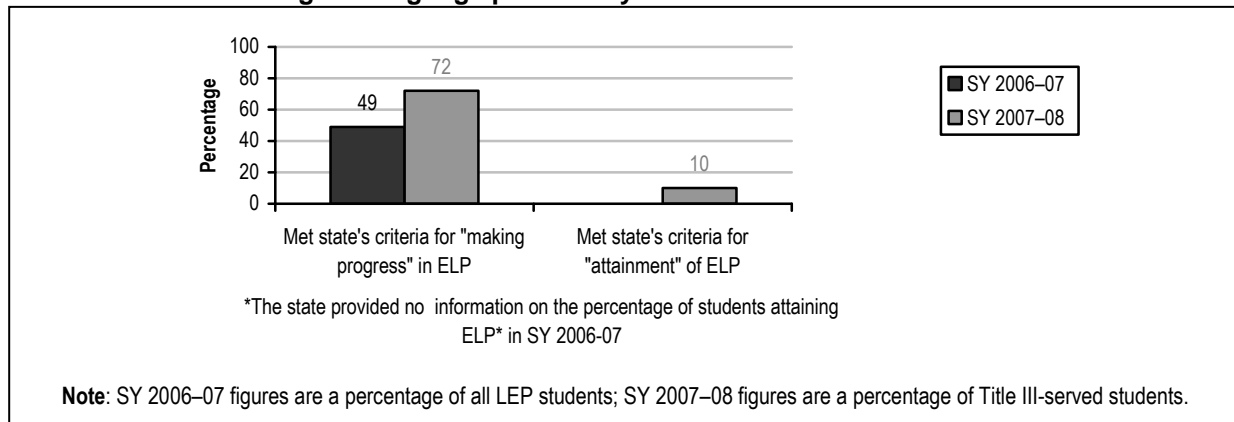
Hawaii

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



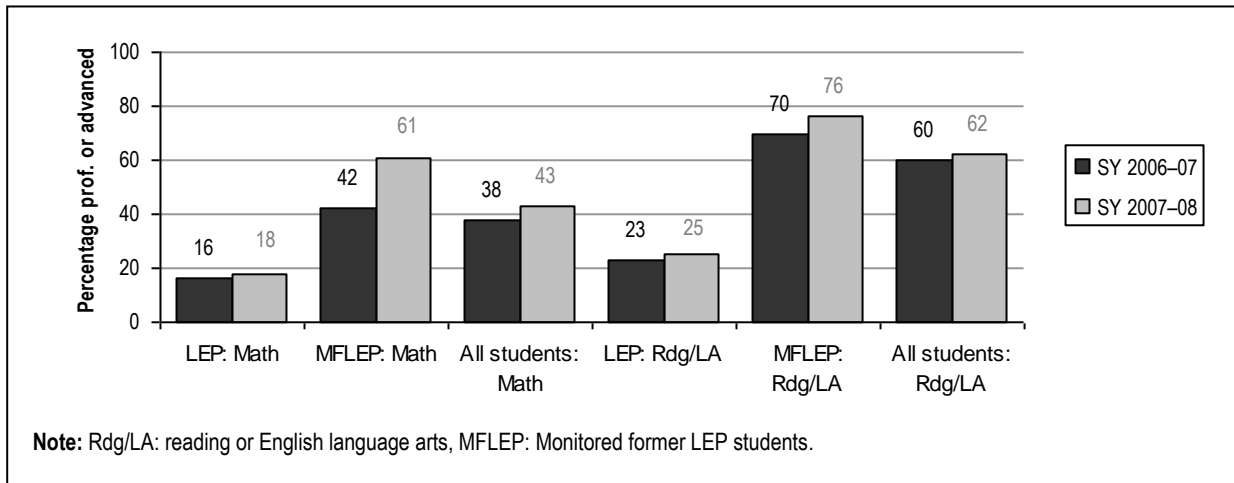
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



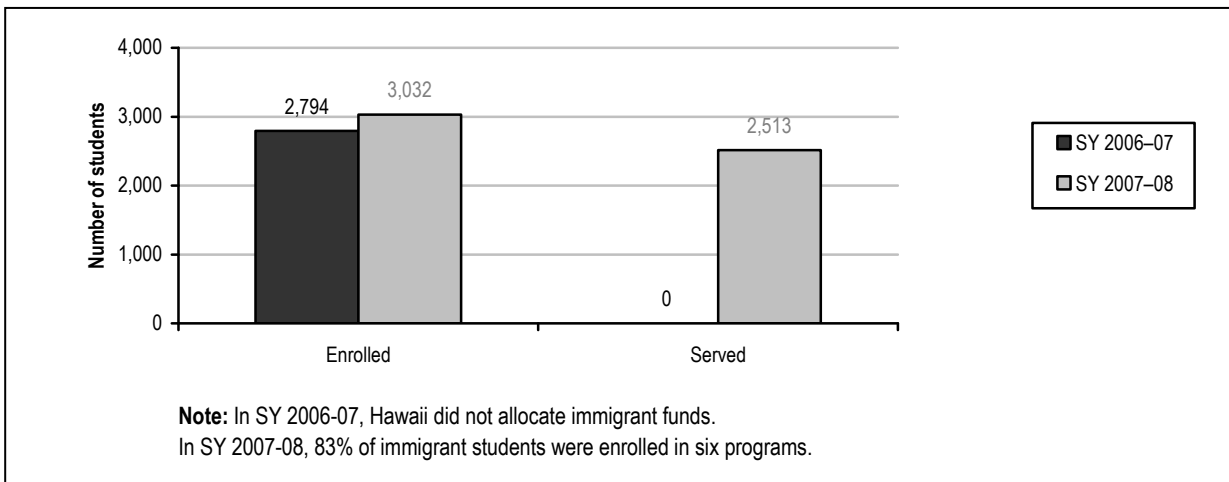
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Ilokano	Marshallese	Tagalog	Chuukese	Spanish
	2,908	1,244	1,234	1,220	944
SY 2007–08	Ilokano	Tagalog	Marshallese	Chuukese	Spanish
	4,546	1,780	1,767	1,708	1,434

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08



Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
		Two-way immersion		✓	Structured English immersion
	✓	Transitional bilingual	✓	✓	Sheltered English instruction
		Dual language	✓	✓	Specially Designed Academic Instruction in English (SDAIE)
		Developmental bilingual	✓	✓	Content-based ESL
		Heritage language	✓	✓	Pull-out ESL

Education Staff Information

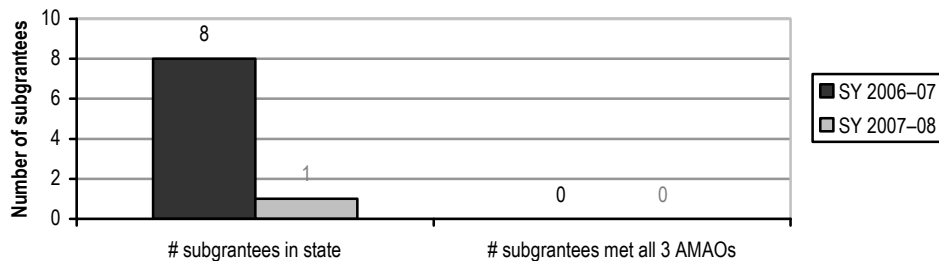
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: Hawai'i reported that it is in the process of reviewing and clarifying its requirements for ELL teachers. No numbers were reported for school years 2006–07 or 2007–08.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: No subgrantees met all three AMAOs in either SY 2006–07 or SY 2007–08.

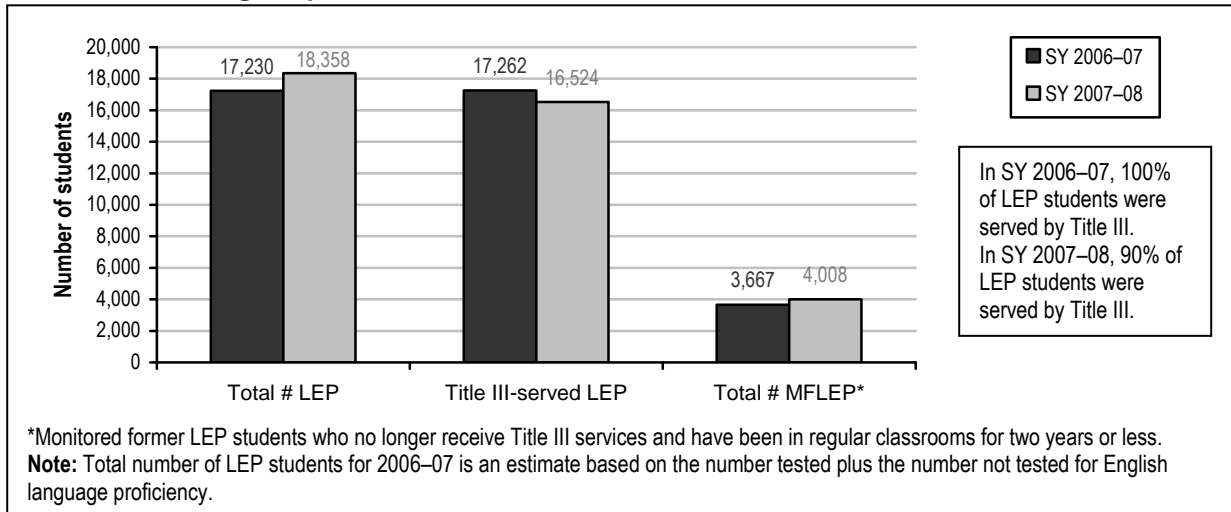
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$2,298,533**; in SY 2007–08, funding was **\$2,589,790**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs in either SY 2006–07 or 2007–08.

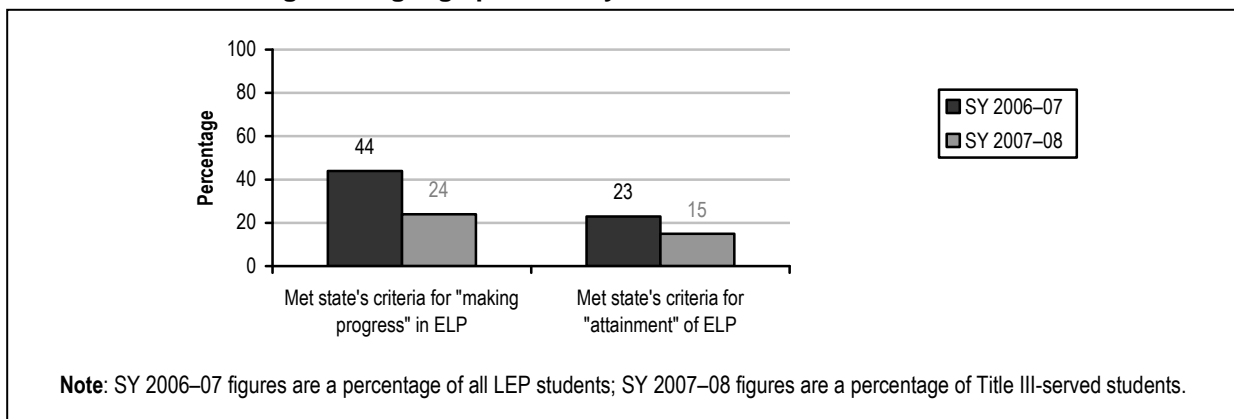
Idaho

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



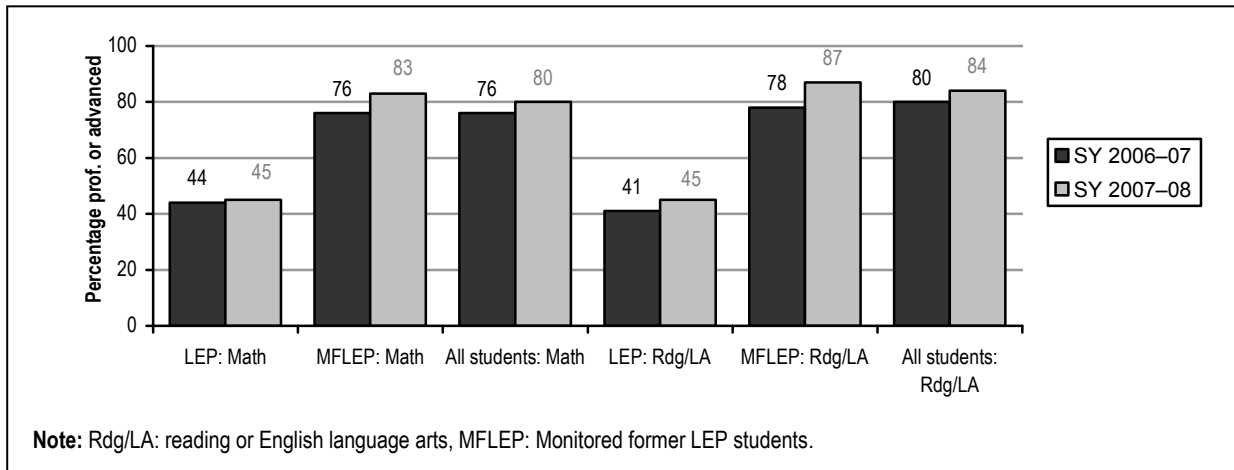
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



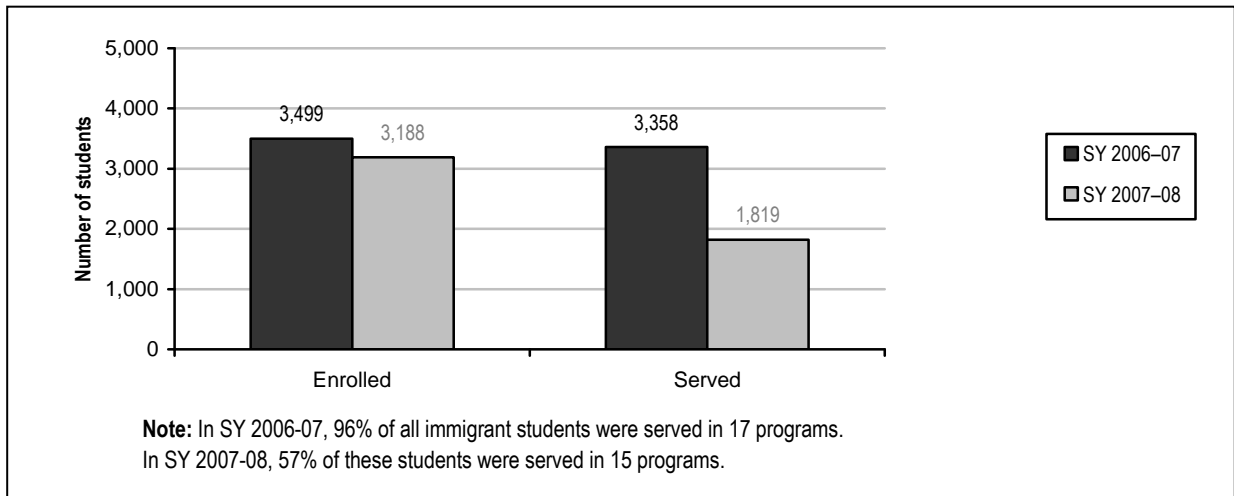
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Shoshone	Russian	Turkish	Serbo-Croatian
	13,366	283	279	226	202
SY 2007–08	Spanish	Shoshone	Russian	Bosnian	Serbo-Croatian
	15,187	270	263	164	133

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08

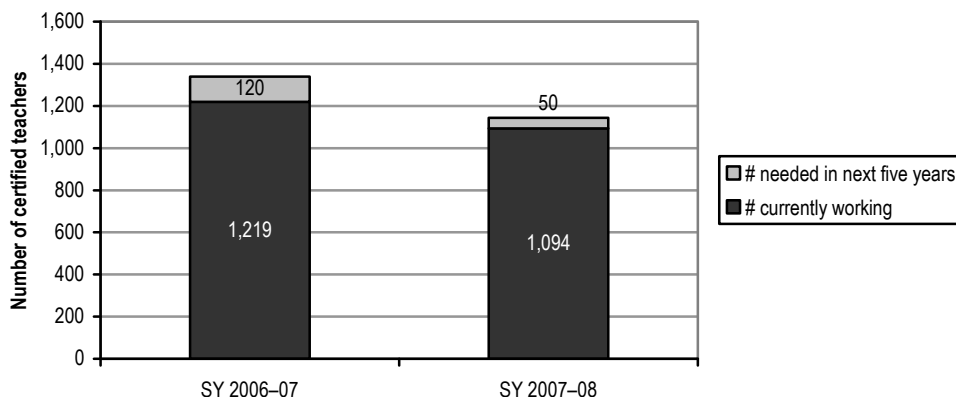


Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
✓	✓	Two-way immersion	✓	✓	Structured English immersion
✓	✓	Transitional bilingual	✓	✓	Sheltered English instruction
✓	✓	Dual language	✓	✓	Specially Designed Academic Instruction in English (SDAIE)
	✓	Developmental bilingual	✓	✓	Content-based ESL
		Heritage language	✓	✓	Pull-out ESL

Education Staff Information

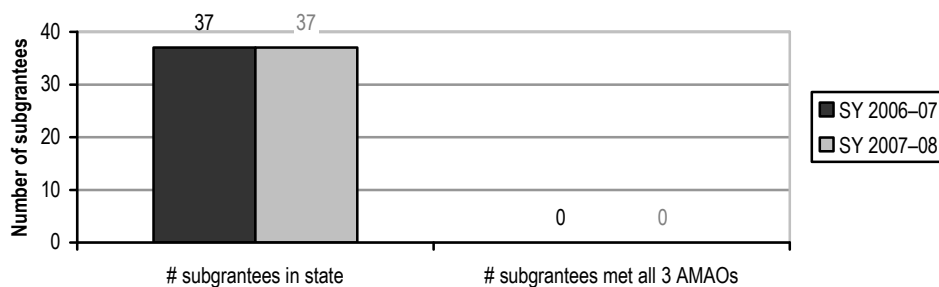
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: No subgrantees met all three AMAOs in either SY 2006–07 or SY 2007–08.

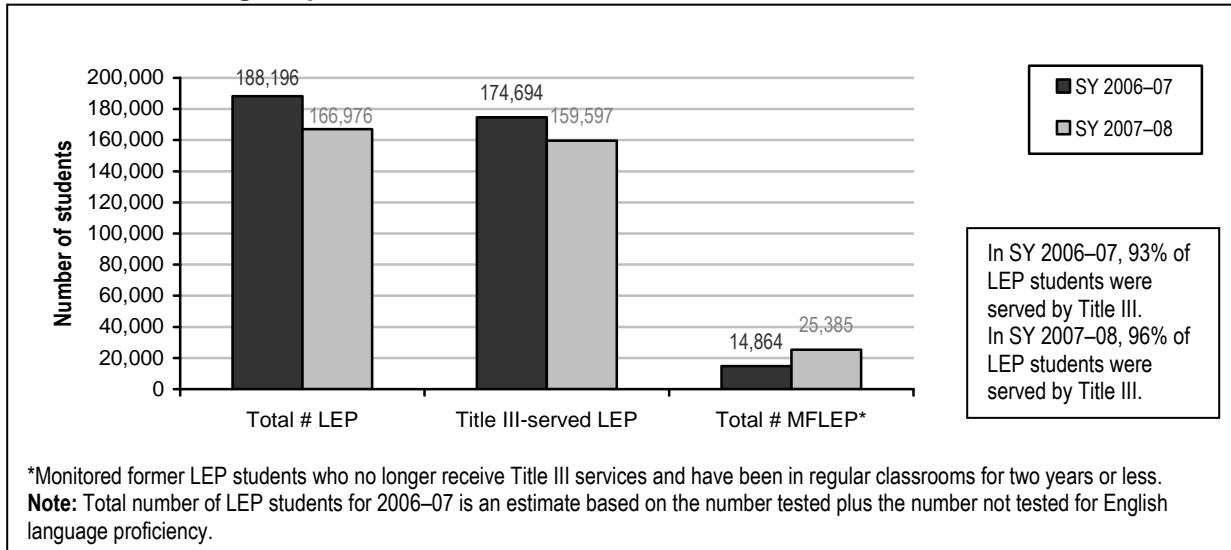
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$2,030,270**; in SY 2007–08, funding was **\$1,840,683**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs in either SY 2006–07 or 2007–08.

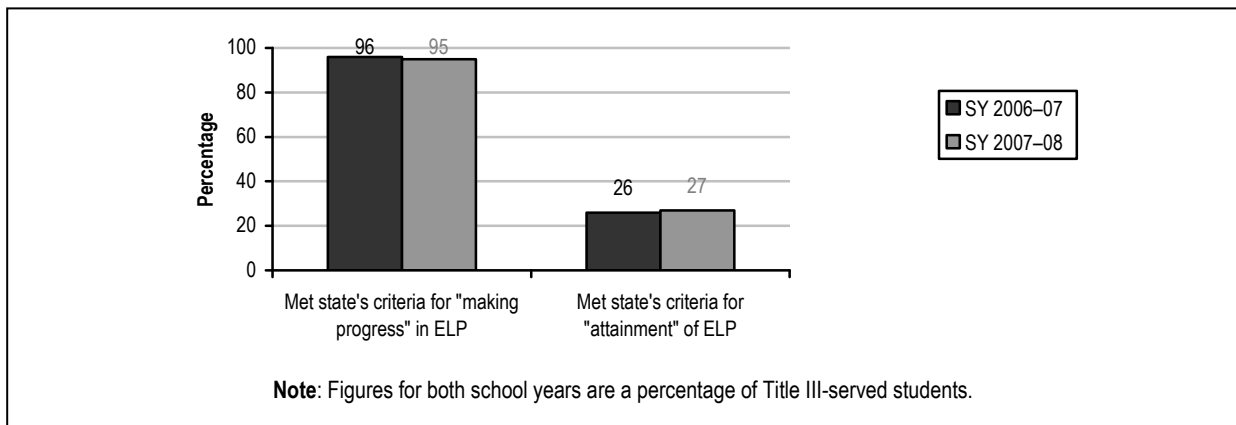
Illinois

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



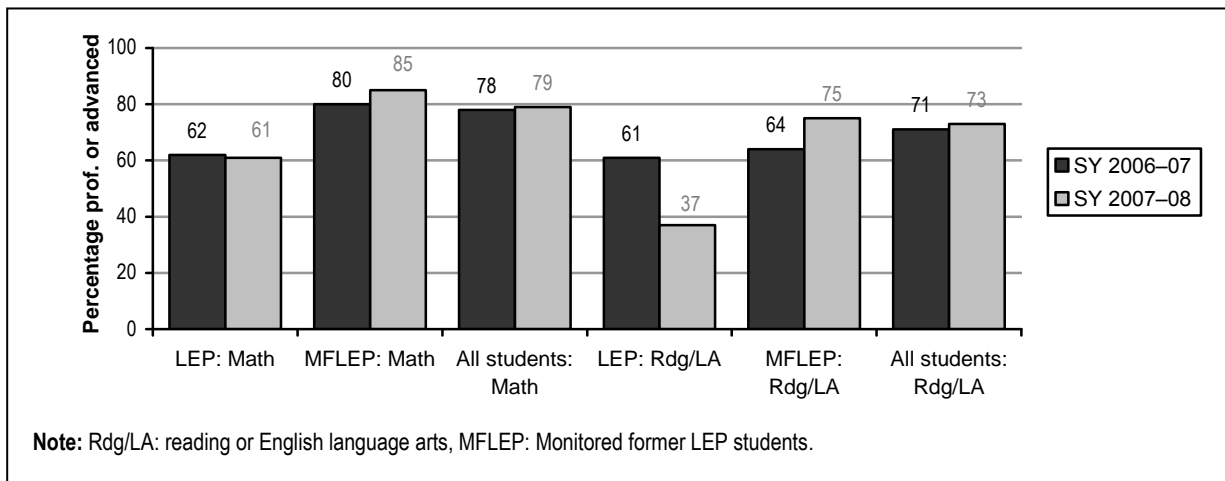
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



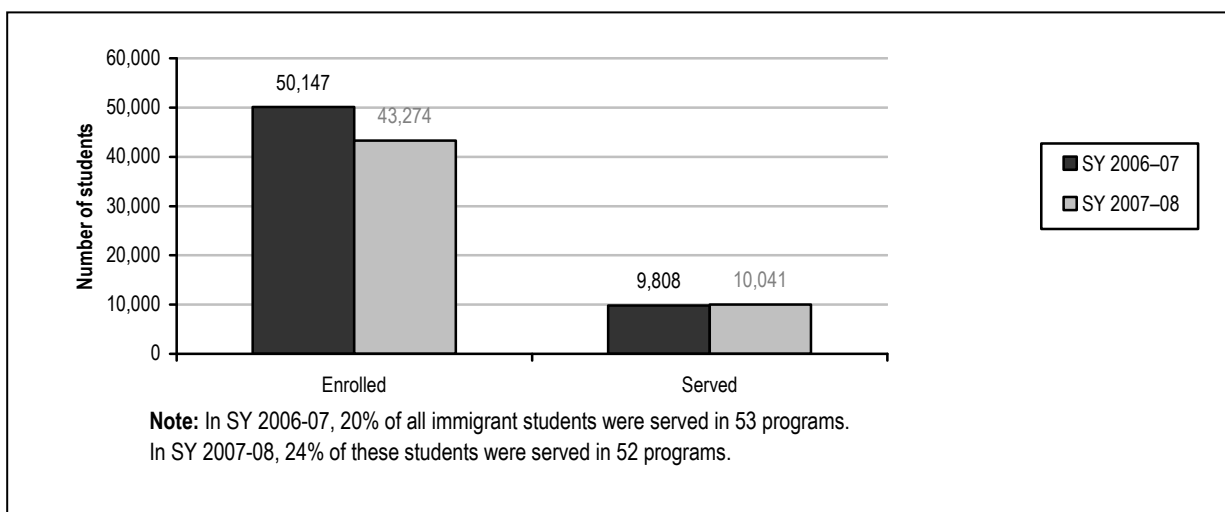
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Polish	Arabic	Urdu	Korean
	152,864	6,951	3,389	2,353	1,951
SY 2007–08	Spanish	Polish	Arabic	Chinese	Urdu
	141,936	5,812	3,249	2,405	2,206

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08



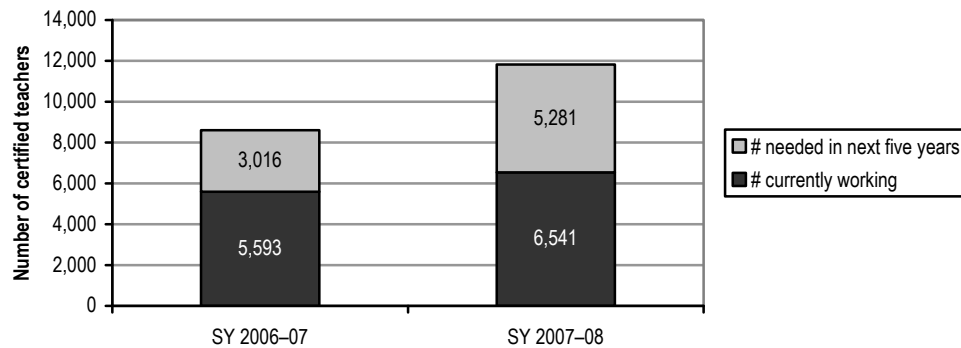
Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

LIEPs that use English and another language		LIEPs that use only English	
✓	Two-way immersion		Structured English immersion
✓	Transitional bilingual	✓	Sheltered English instruction
✓	Dual language		Specially Designed Academic Instruction in English (SDAIE)
✓	Developmental bilingual	✓	Content-based ESL
	Heritage language	✓	Pull-out ESL

Note: The state's subgrantees used the same LIEPs for both years of this report.

Education Staff Information

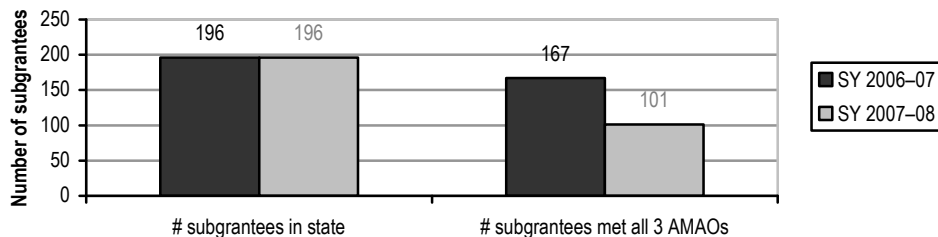
Number of certified teachers working with limited English proficient students and additional number needed in five years, as reported for 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006-07, 85% of subgrantees met all three AMAOs.
In SY 2007-08, 52% of subgrantees met all three AMAOs.

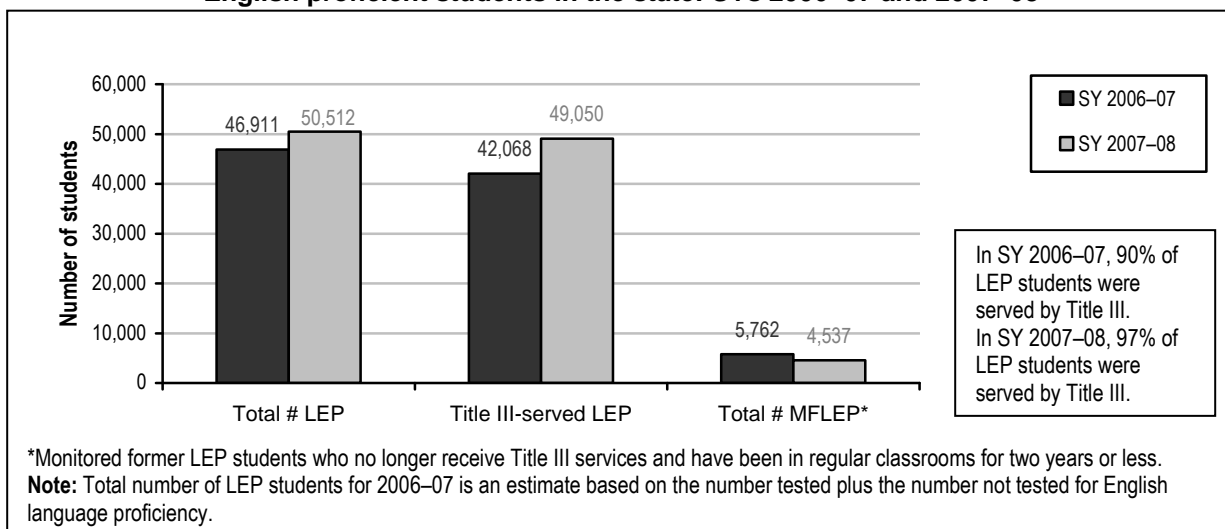
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$28,836,450**; in SY 2007–08, funding was **\$27,632,522**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it met all three AMAOs in SY 2006–07, but not in 2007–08.

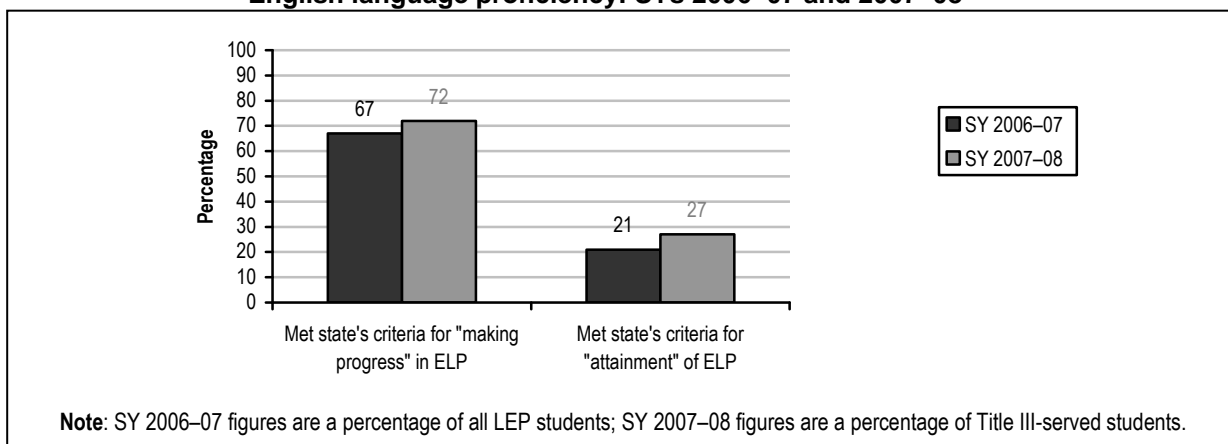
Indiana

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



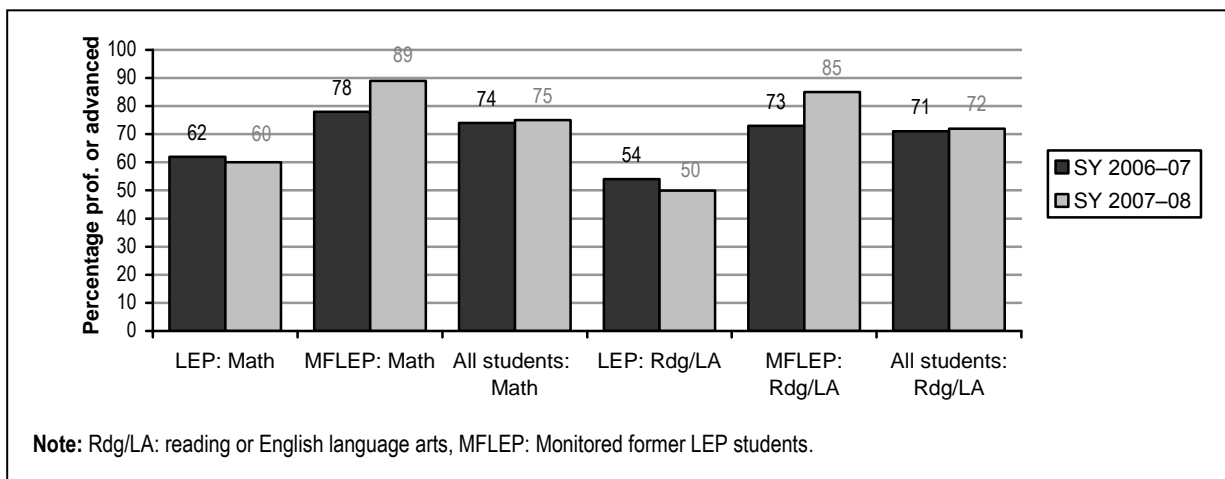
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



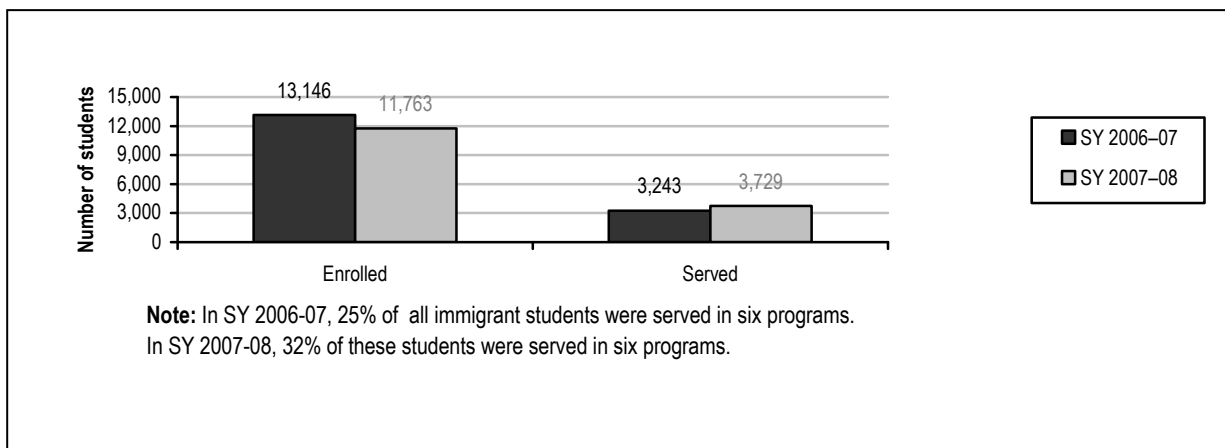
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Amish German	Arabic	Korean	Mandarin
	34,060	1,290	594	453	446
SY 2007–08	Spanish	Amish German	Arabic	Mandarin	Punjabi
	36,832	1,478	652	474	465

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08



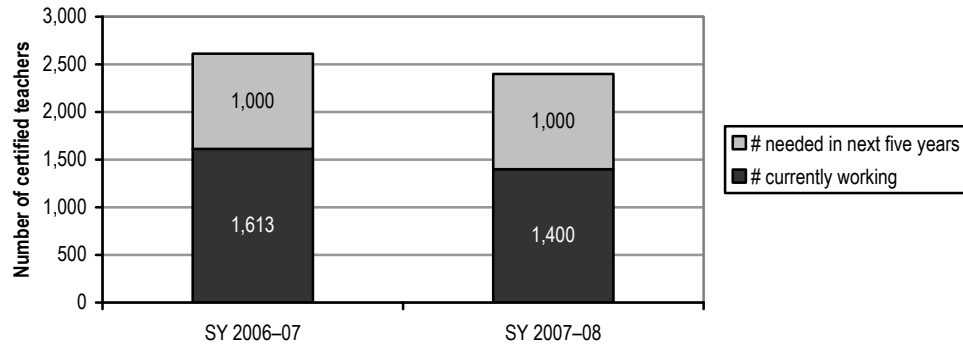
Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

LIEPs that use English and another language		LIEPs that use only English	
	Two-way immersion	✓	Structured English immersion
✓	Transitional bilingual	✓	Sheltered English instruction
	Dual language		Specially Designed Academic Instruction in English (SDAIE)
	Developmental bilingual	✓	Content-based ESL
	Heritage language	✓	Pull-out ESL

Note: The state's subgrantees used the same LIEPs for both years of this report.

Education Staff Information

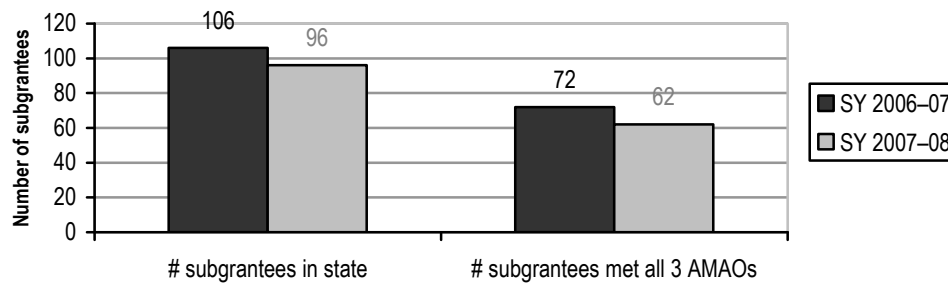
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, 68% of subgrantees met all three AMAOs.
In SY 2007–08, 65% of subgrantees met all three AMAOs.

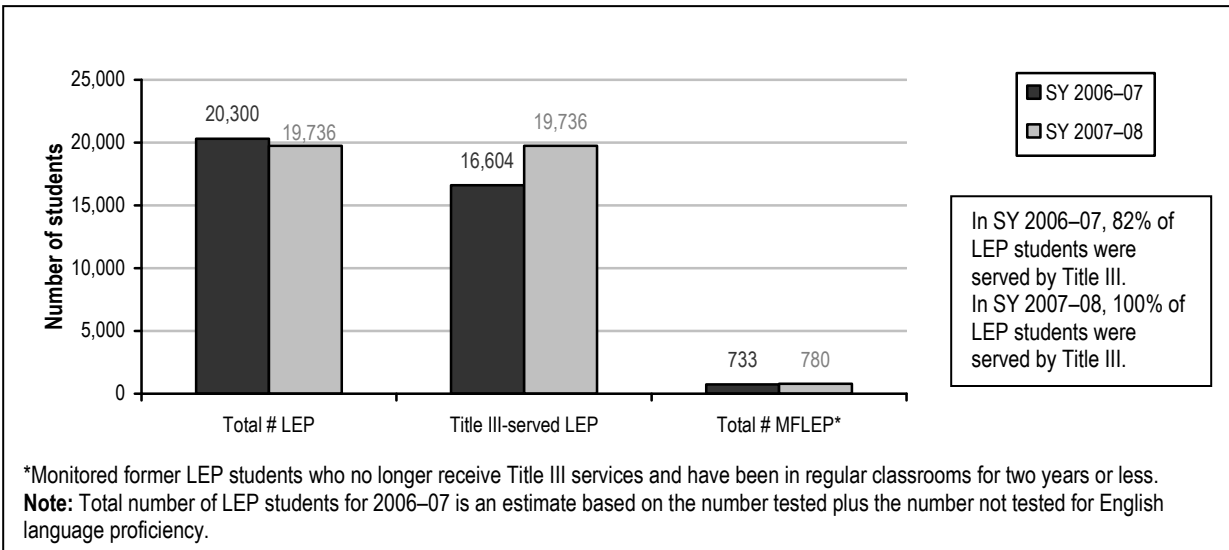
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$10,667,335**; in SY 2007–08, funding was **\$6,612,576**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it met all three AMAOs in SY 2006–07, but not in 2007–08.

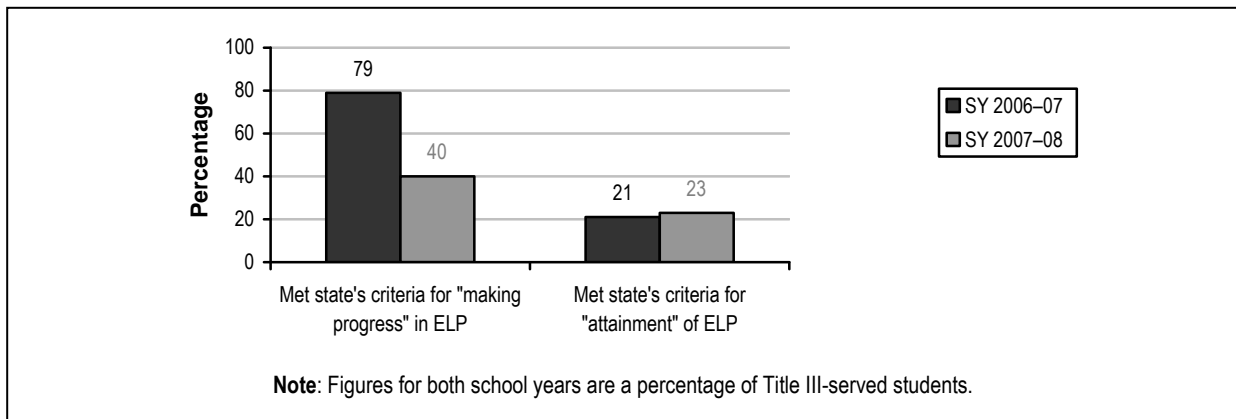
Iowa

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



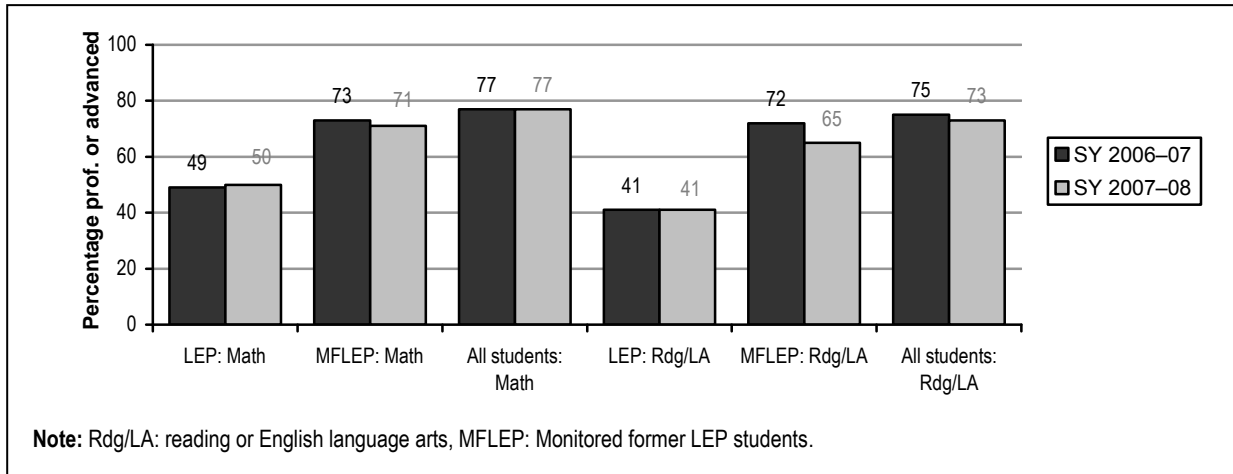
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



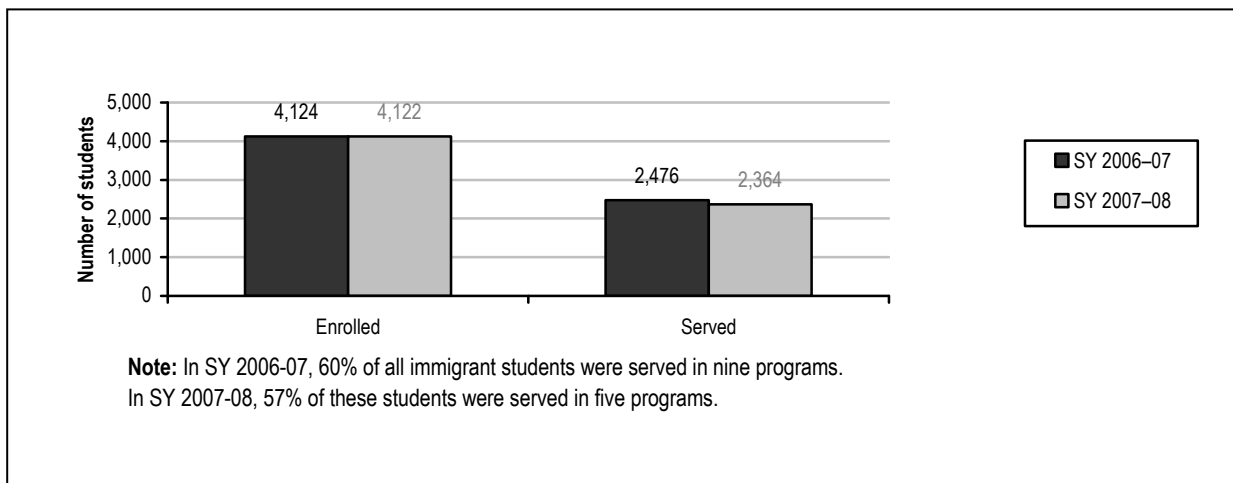
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Bosnian	Vietnamese	Lao	Arabic
	13,870	841	740	457	277
SY 2007–08	Spanish	Vietnamese	Bosnian	Lao	Undetermined
	13,531	744	719	418	382

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08



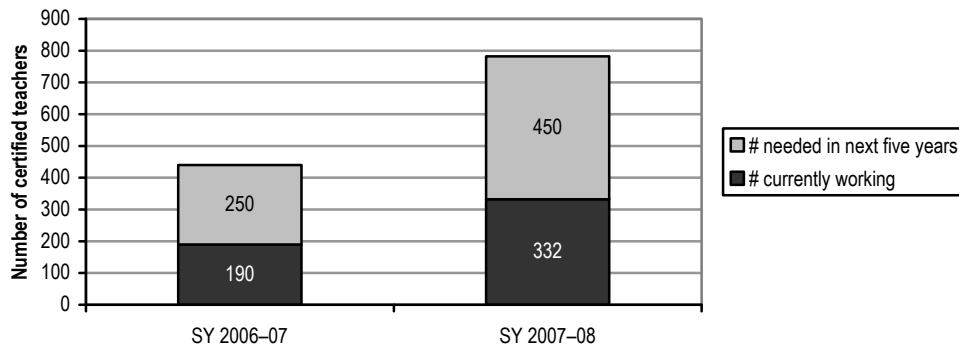
Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

LIEPs that use English and another language		LIEPs that use only English	
✓	Two-way immersion	✓	Structured English immersion
	Transitional bilingual	✓	Sheltered English instruction
✓	Dual language	✓	Specially Designed Academic Instruction in English (SDAIE)
	Developmental bilingual	✓	Content-based ESL
	Heritage language	✓	Pull-out ESL

Note: The state's subgrantees used the same LIEPs for both years of this report.

Education Staff Information

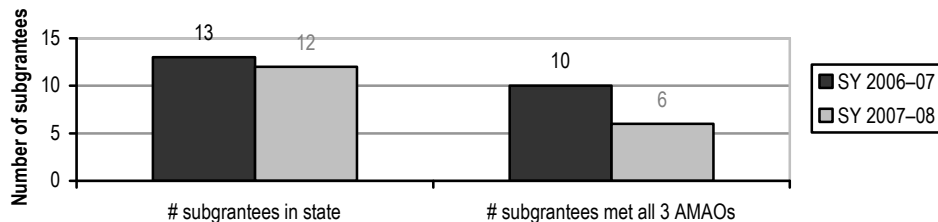
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, 77% of subgrantees met all three AMAOs.
In SY 2007–08, 50% of subgrantees met all three AMAOs.

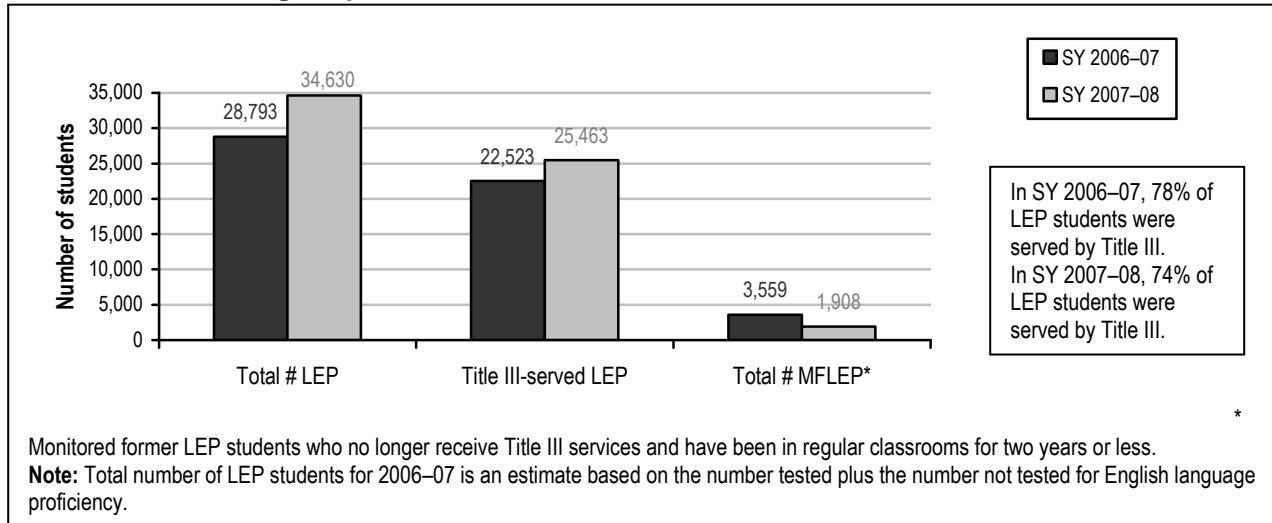
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$2,020,724**; in SY 2007–08, funding was **\$2,535,476**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it met all three AMAOs in SY 2006–07, but not in 2007–08.

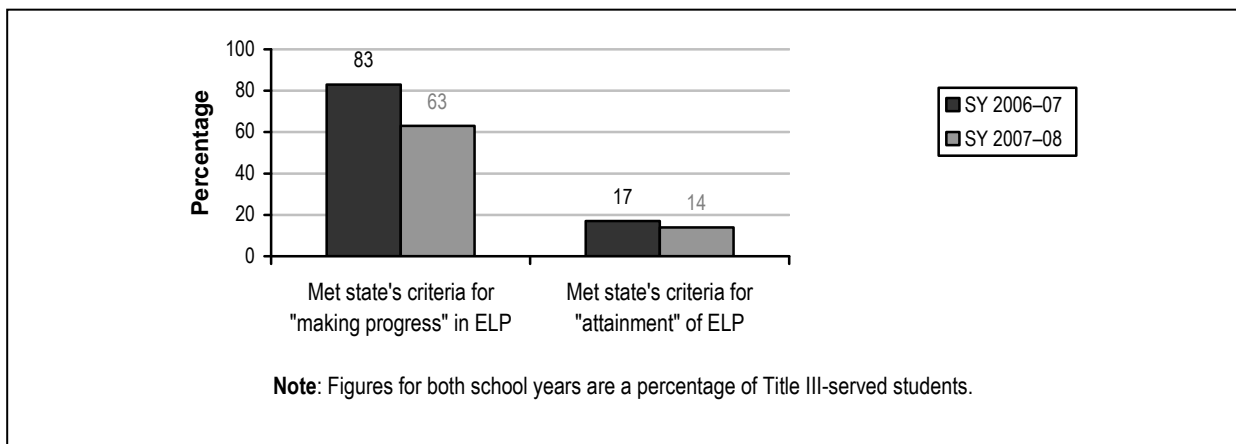
Kansas

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



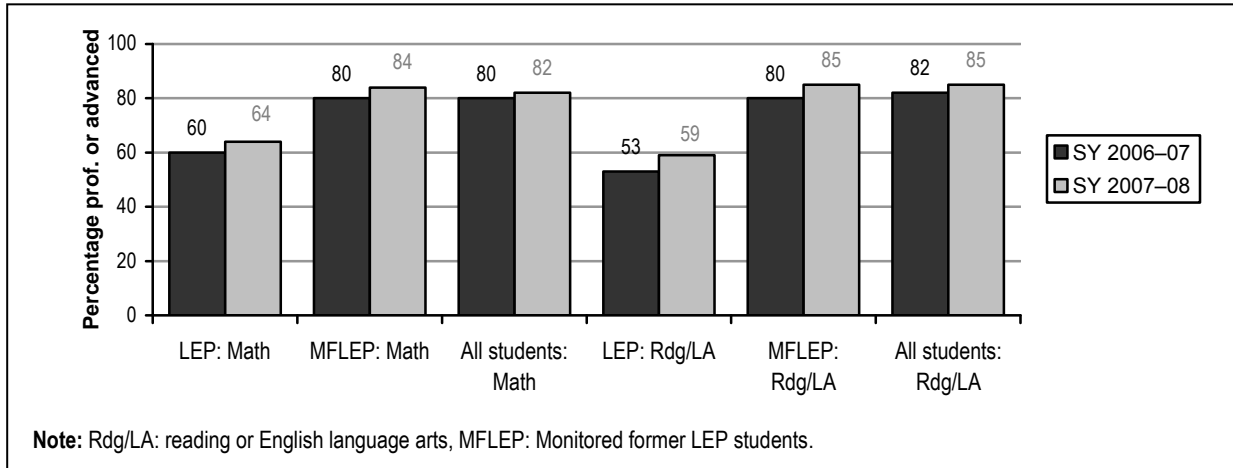
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



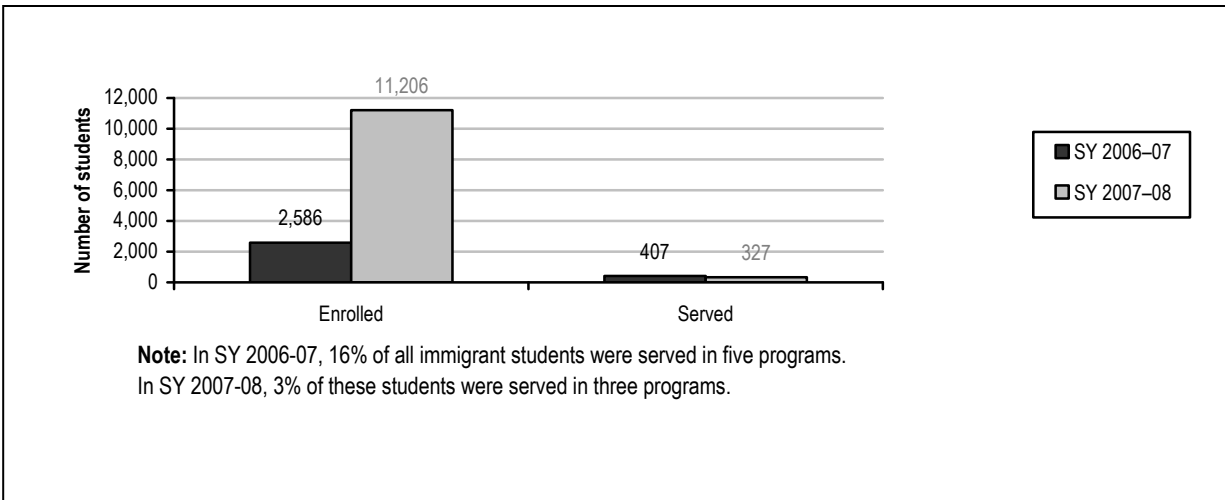
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Vietnamese	Chinese	German	Arabic
	27,169	1,142	527	521	490
SY 2007–08	Spanish	Vietnamese	Arabic	German	Lao
	23,981	930	473	404	376

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08



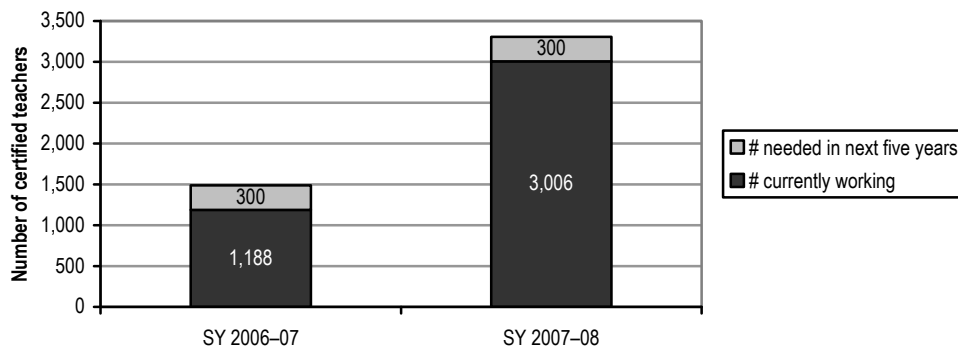
Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

LIEPs that use English and another language		LIEPs that use only English	
	Two-way immersion	✓	Structured English immersion
✓	Transitional bilingual	✓	Sheltered English instruction
✓	Dual language		Specially Designed Academic Instruction in English (SDAIE)
	Developmental bilingual	✓	Content-based ESL
	Heritage language	✓	Pull-out ESL

Note: The state's subgrantees used the same LIEPs for both years of this report.

Education Staff Information

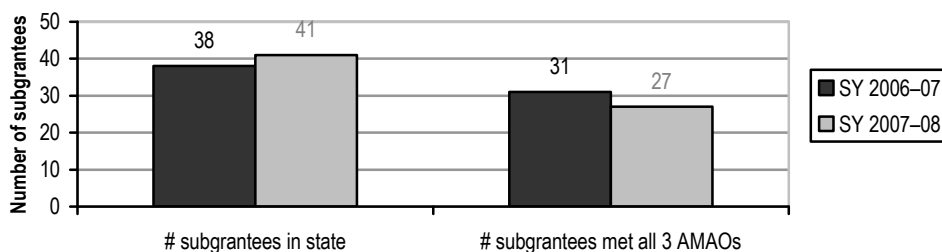
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In 2006–07, 82% of subgrantees met all three AMAOs.
In 2007–08, 66% of subgrantees met all three AMAOs.

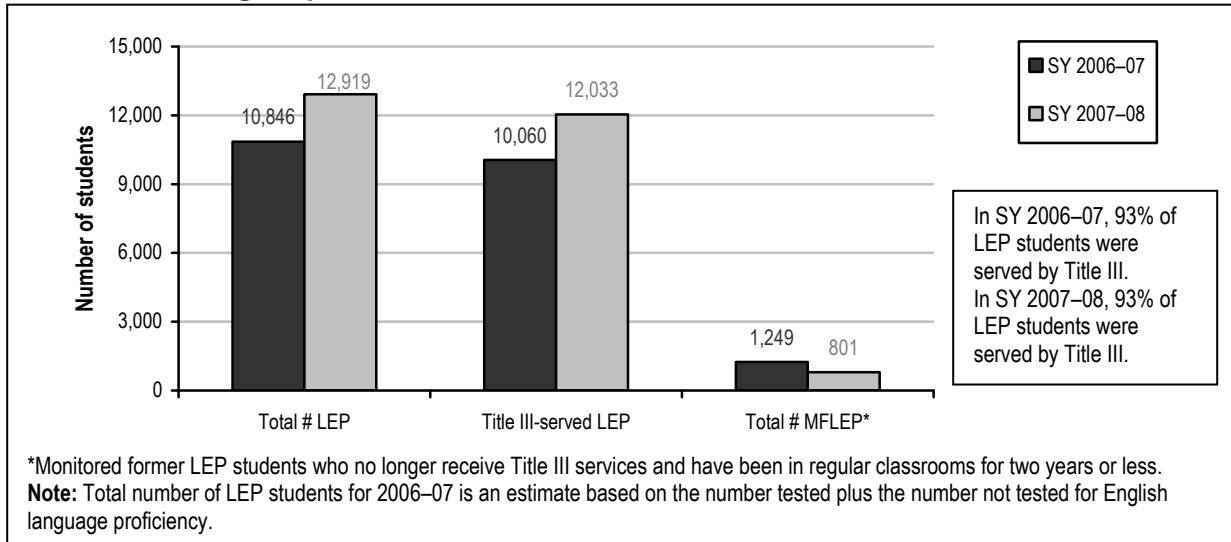
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$2,740,852**; in SY 2007–08, funding was **\$3,407,085**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs in either SY 2006–07 or 2007–08.

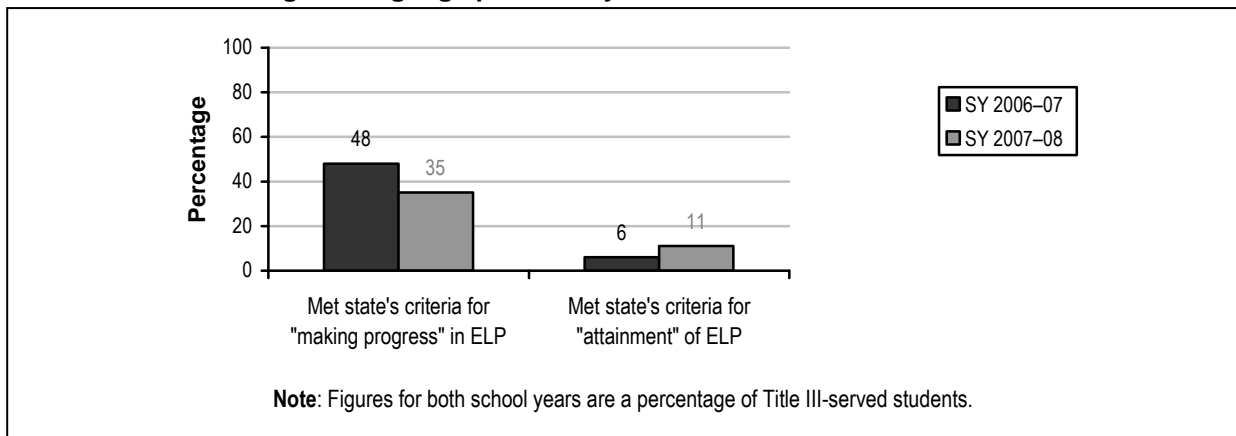
Kentucky

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



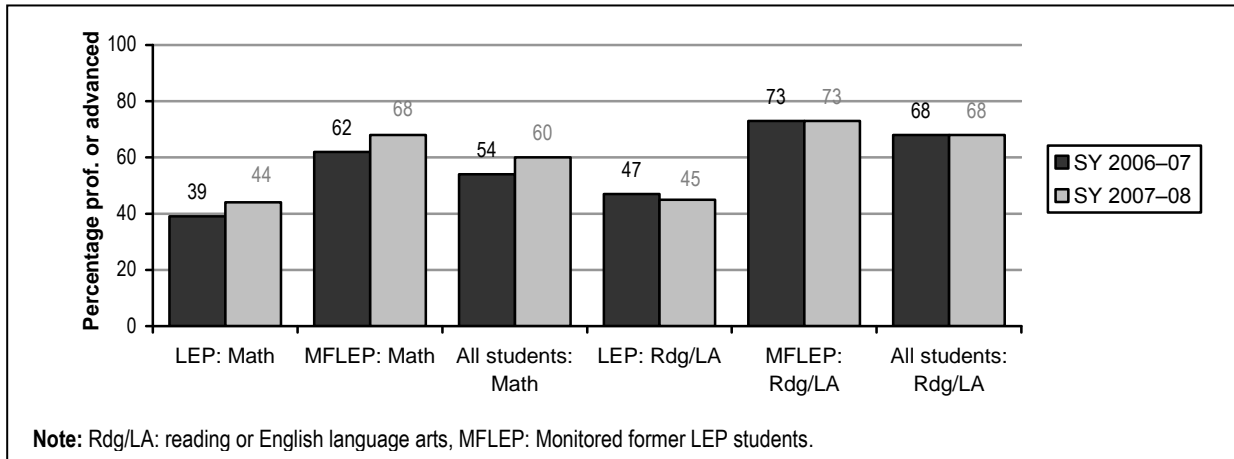
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



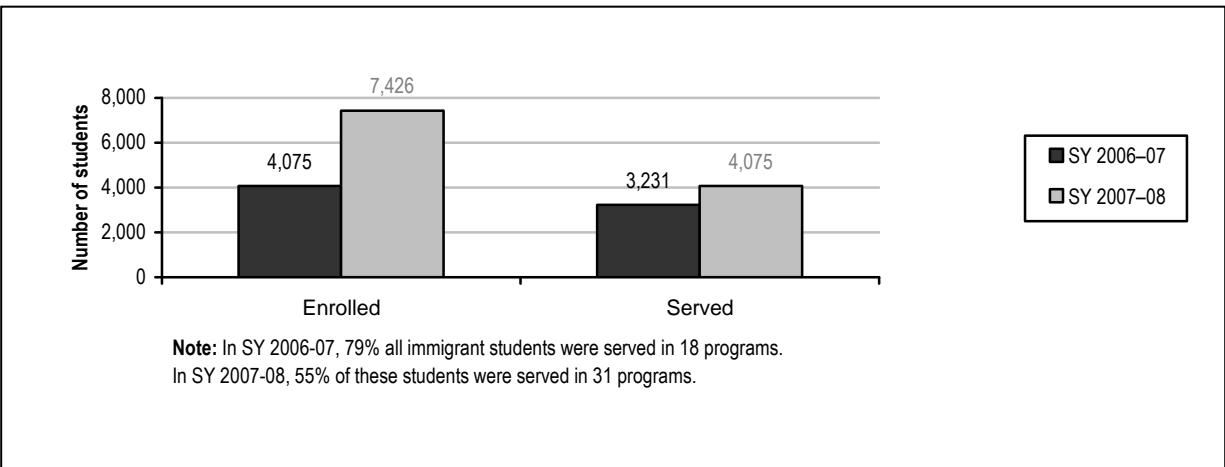
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Japanese	Bosnian	Vietnamese	French
	7,050	446	357	332	276
SY 2007–08	Spanish	Japanese	Bosnian	Vietnamese	Mandarin Chinese
	8,079	488	401	390	290

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08



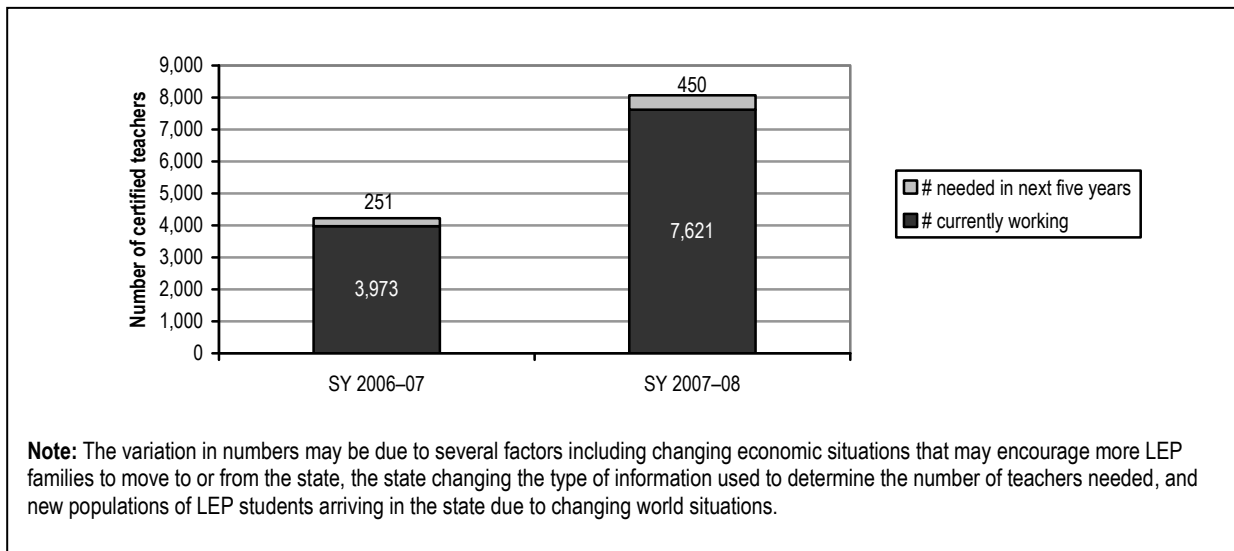
Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–8

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
		Two-way immersion			Structured English immersion
		Transitional bilingual	✓	✓	Sheltered English instruction
		Dual language		✓	Specially Designed Academic Instruction in English (SDAIE)
		Developmental bilingual	✓	✓	Content-based ESL
		Heritage language	✓	✓	Pull-out ESL

Note: The state's subgrantees used only English-based LIEPs during both years of this report.

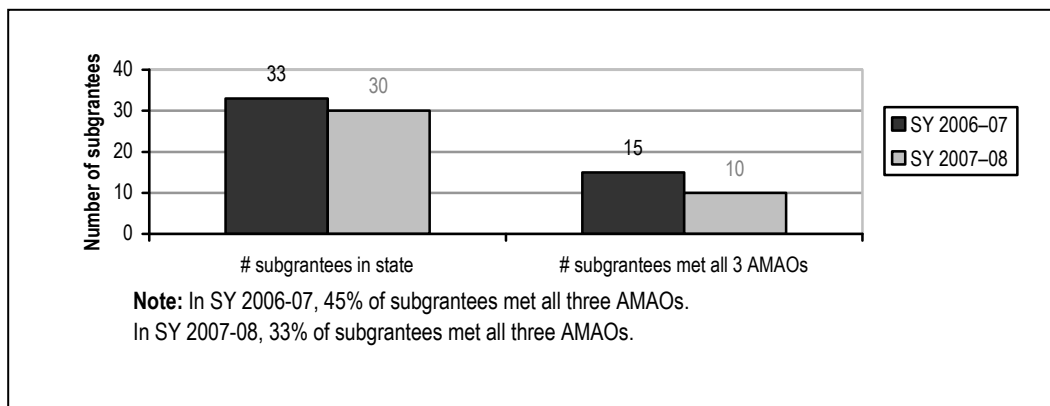
Education Staff Information

Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



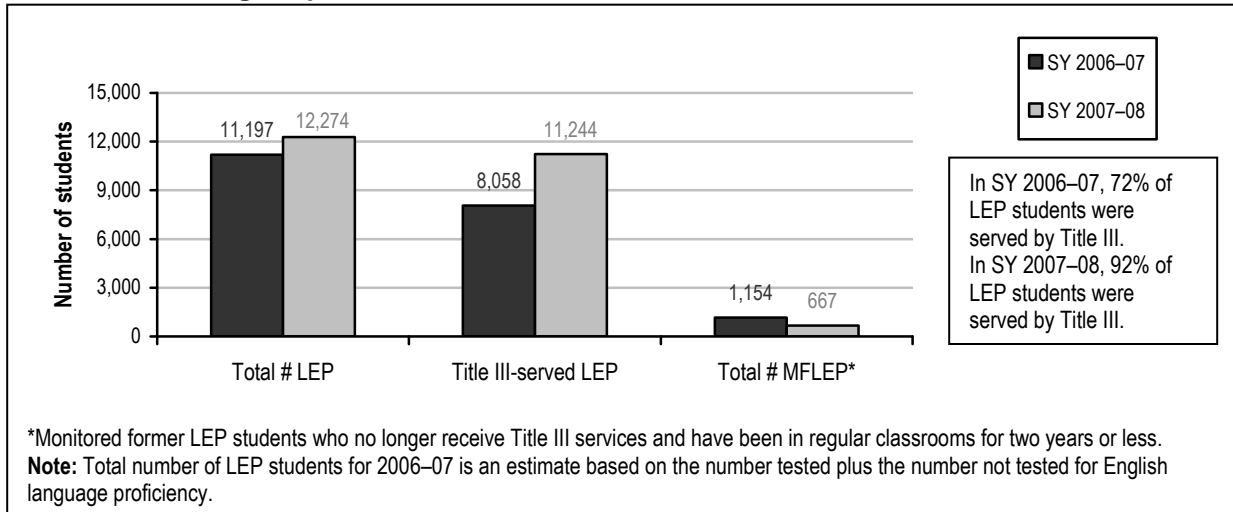
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$3,118,830**; in SY 2007–08, funding was **\$2,811,107**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs in either SY 2006–07 or 2007–08.

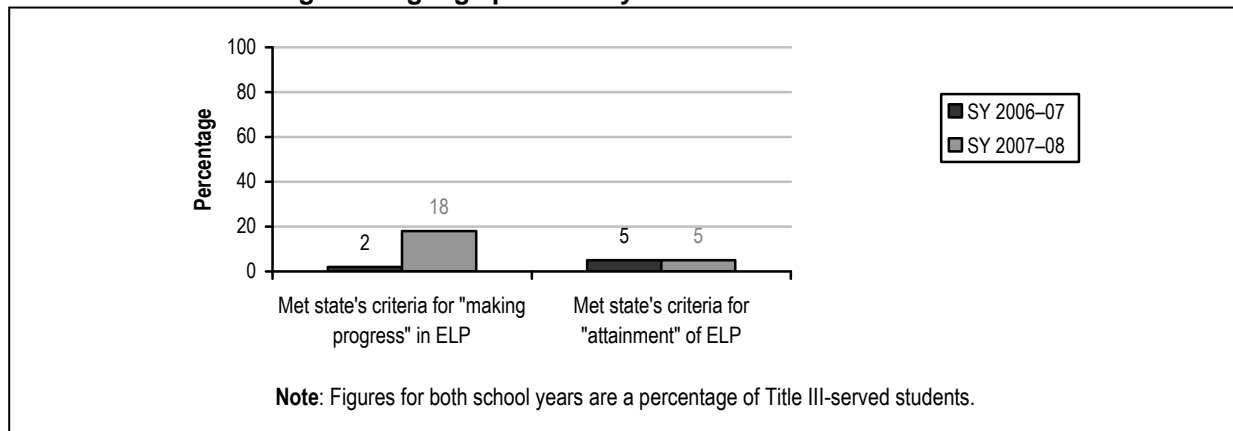
Louisiana

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



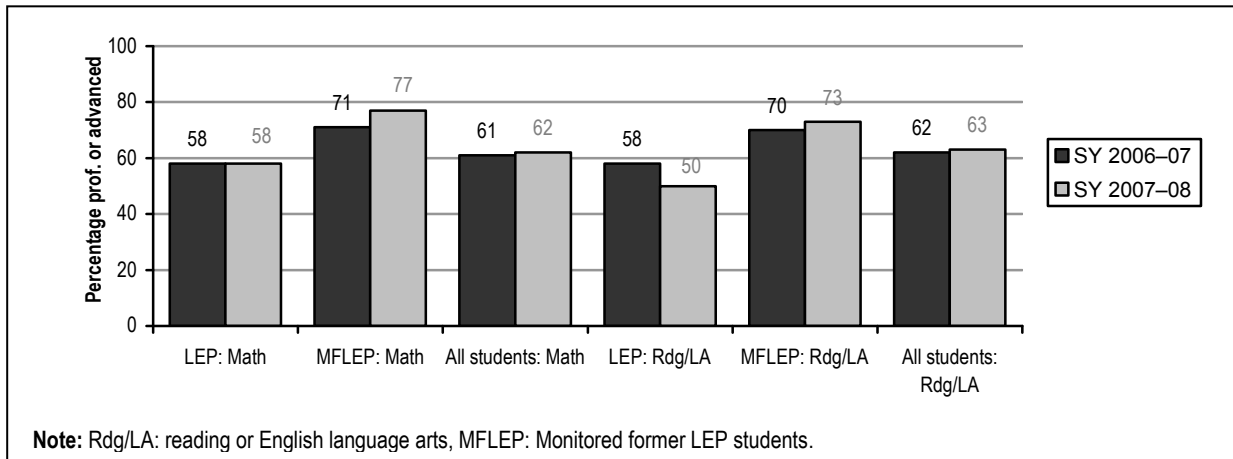
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



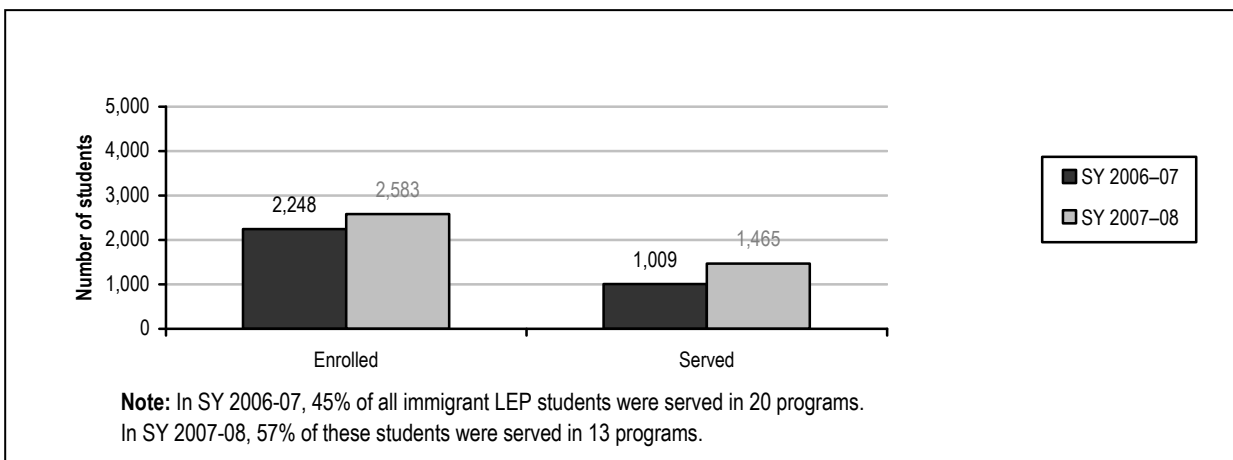
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Vietnamese	Arabic	Cherokee	Chinese
	7,015	2,240	607	437	429
SY 2007–08	Spanish	Vietnamese	Arabic	Chinese	French
	7,645	2034	636	342	212

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08

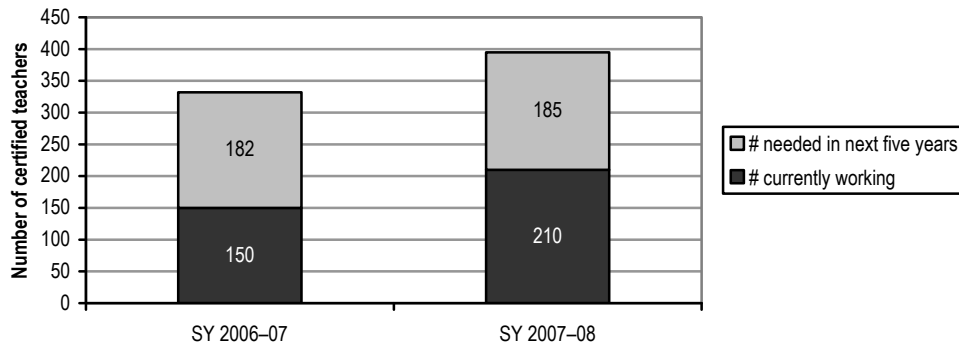


Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
	✓	Two-way immersion	✓	✓	Structured English immersion
✓	✓	Transitional bilingual	✓	✓	Sheltered English instruction
✓	✓	Dual language			Specially Designed Academic Instruction in English (SDAIE)
✓		Developmental bilingual	✓	✓	Content-based ESL
		Heritage language	✓	✓	Pull-out ESL

Education Staff Information

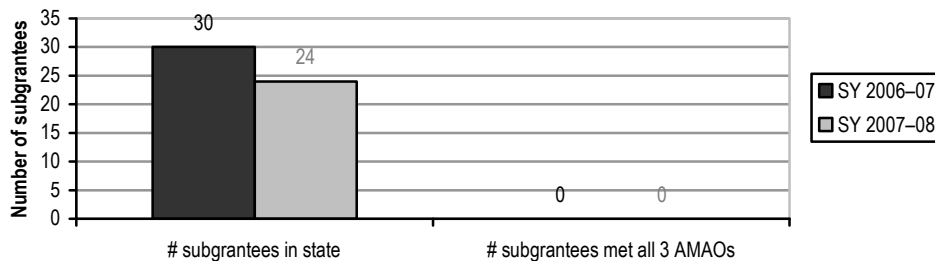
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: No subgrantees met all three AMAOs in either SY 2006–07 or SY 2007–08.

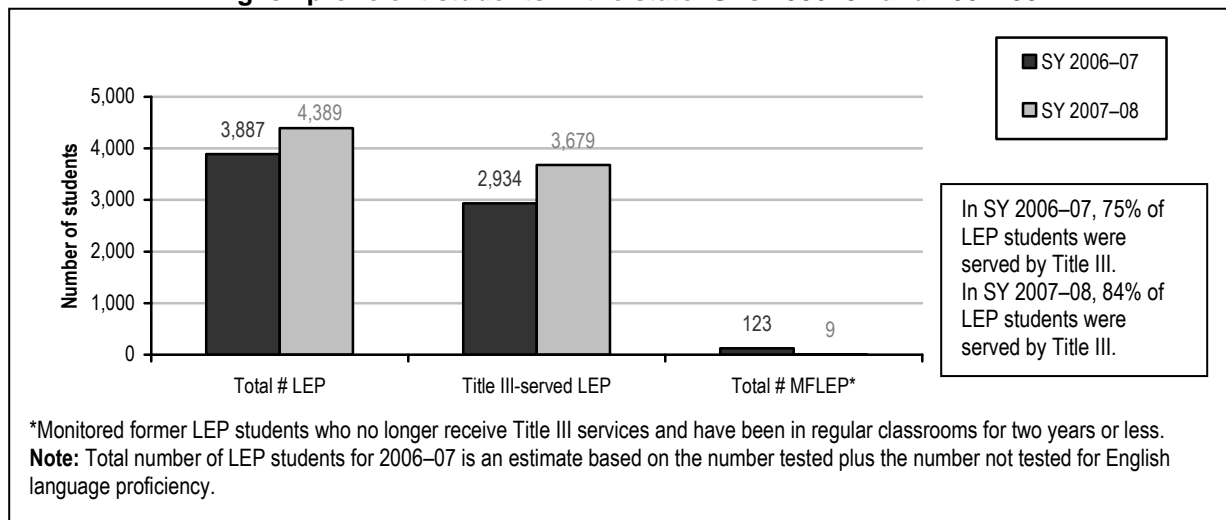
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$2,346,119**; in SY 2007–08, funding was **\$2,187,267**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs in either SY 2006–07 or 2007–08.

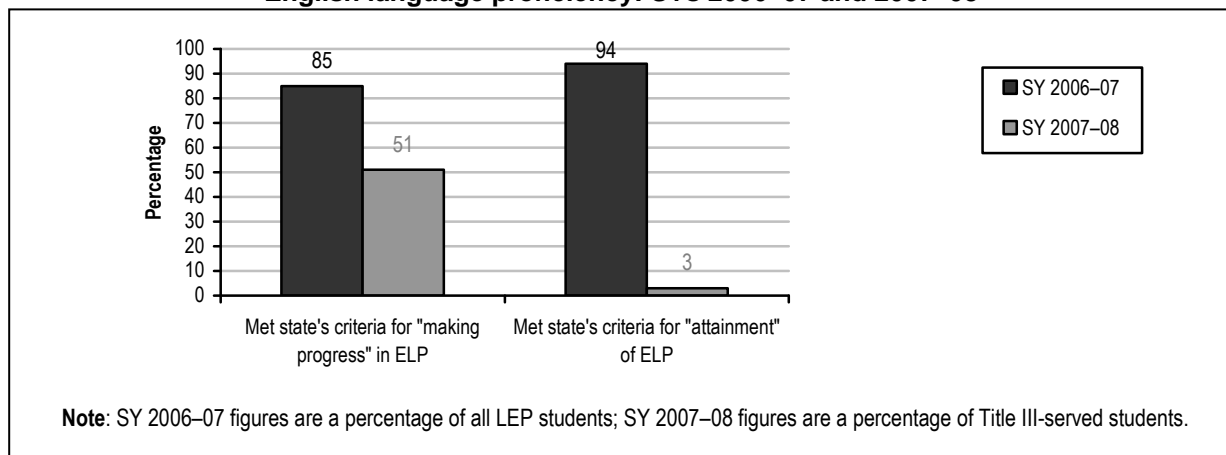
Maine

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



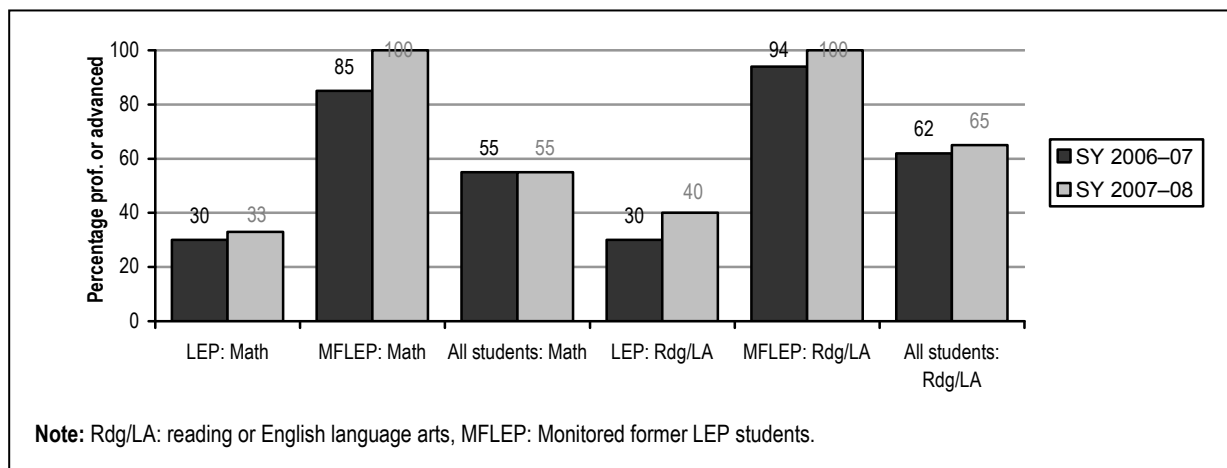
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



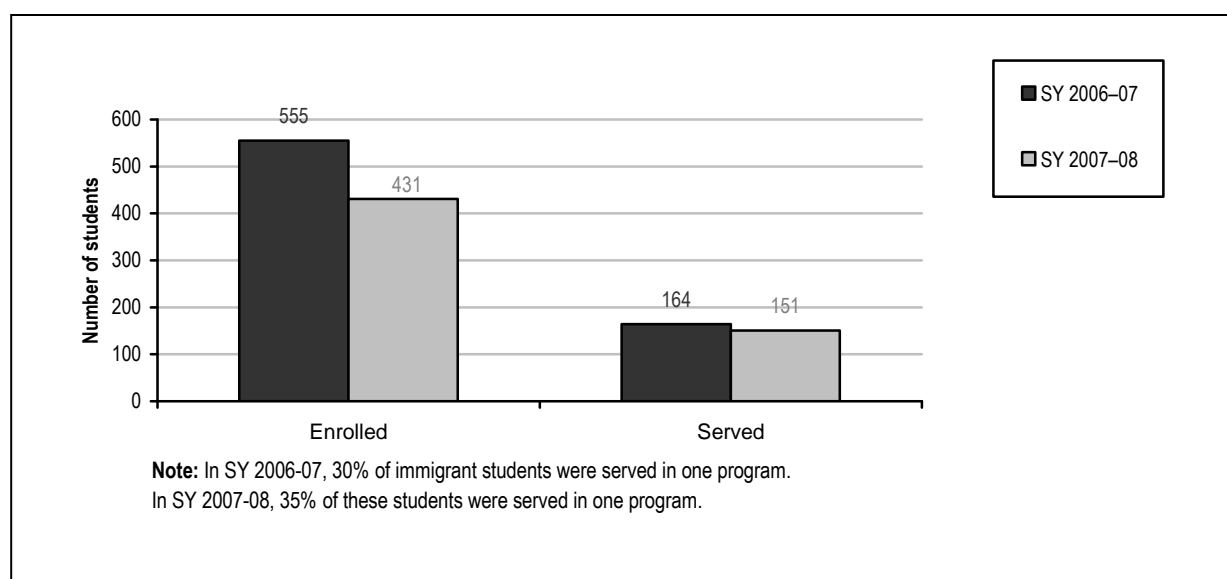
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Somali	Spanish	French	Khmer	Chinese
	1,061	429	301	35	223
SY 2007–08	Somali	Spanish	French	Khmer	Chinese
	1,400	561	342	305	269

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08



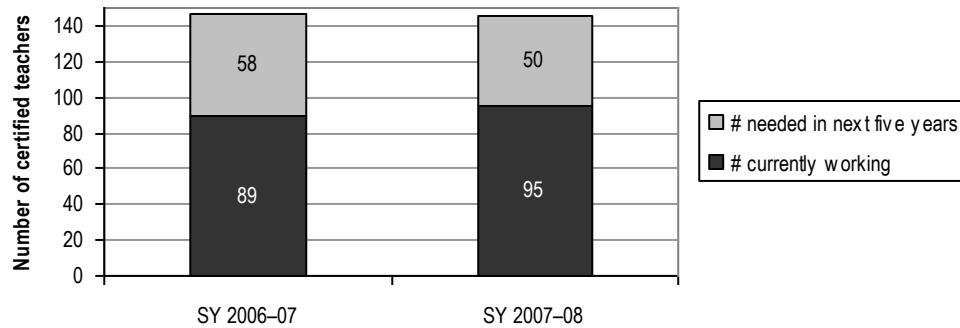
Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

LIEPs that use English and another language		LIEPs that use only English	
✓	Two-way immersion	✓	Structured English immersion
✓	Transitional bilingual	✓	Sheltered English instruction
✓	Dual language	✓	Specially Designed Academic Instruction in English (SDAIE)
	Developmental bilingual	✓	Content-based ESL
✓	Heritage language	✓	Pull-out ESL

Note: The state's subgrantees used the same LIEPs for both years of this report.

Education Staff Information

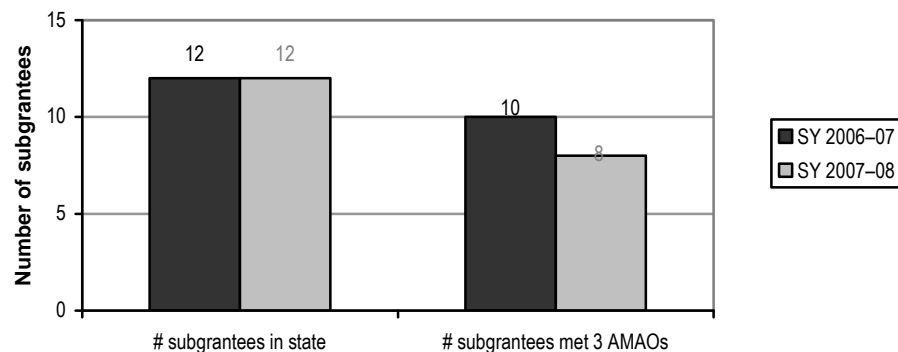
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, 96% of the subgrantees met all three AMAOs.

In SY 2007–08, 67% of the subgrantees met all three AMAOs.

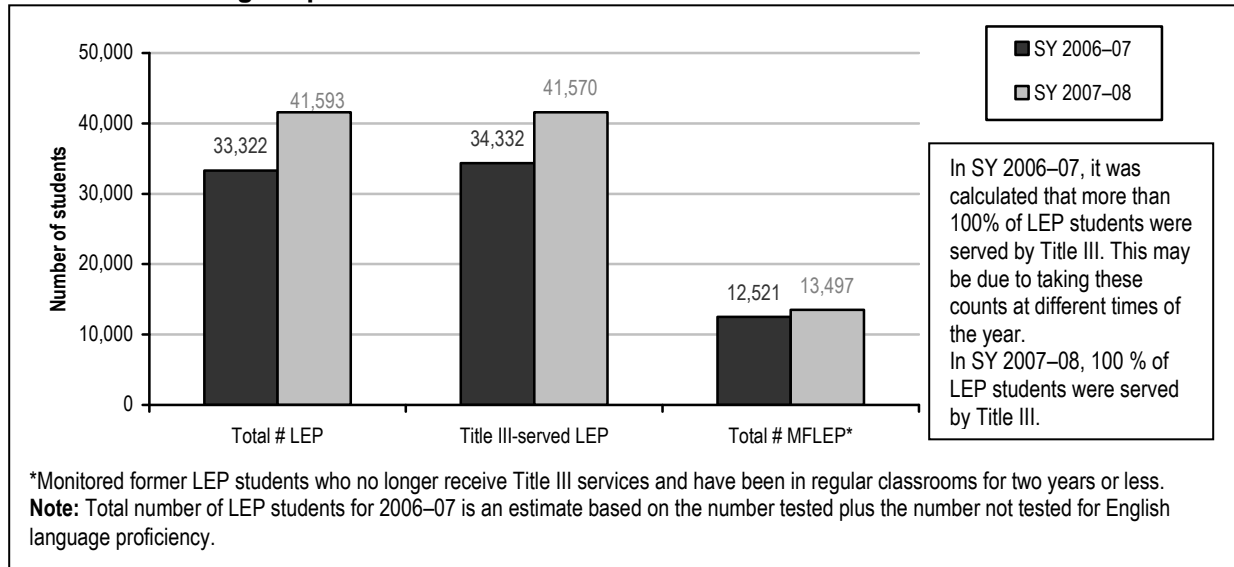
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$621,027**; in SY 2007–08, funding was **\$568,653**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it met all three AMAOs in SY 2006–07, but not in 2007–08.

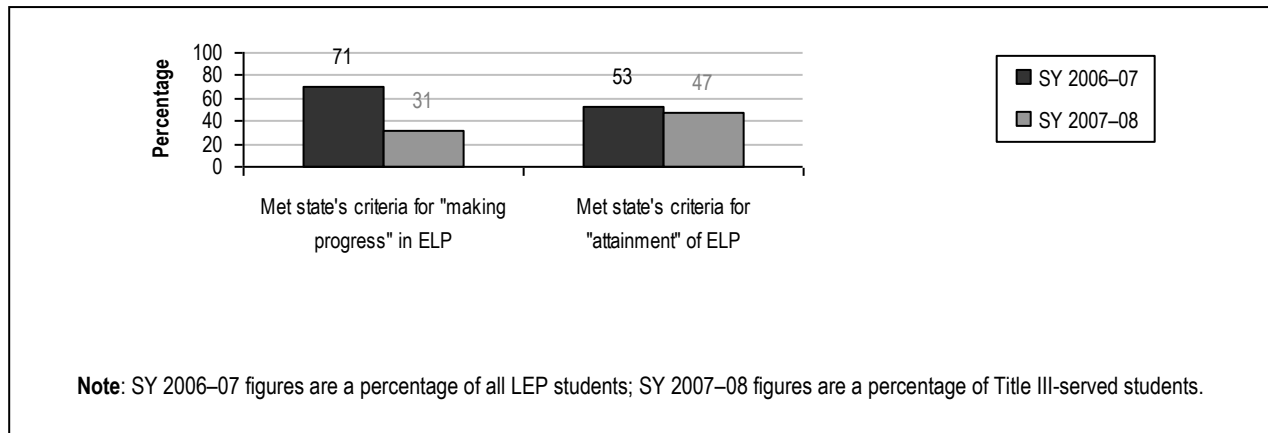
Maryland

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



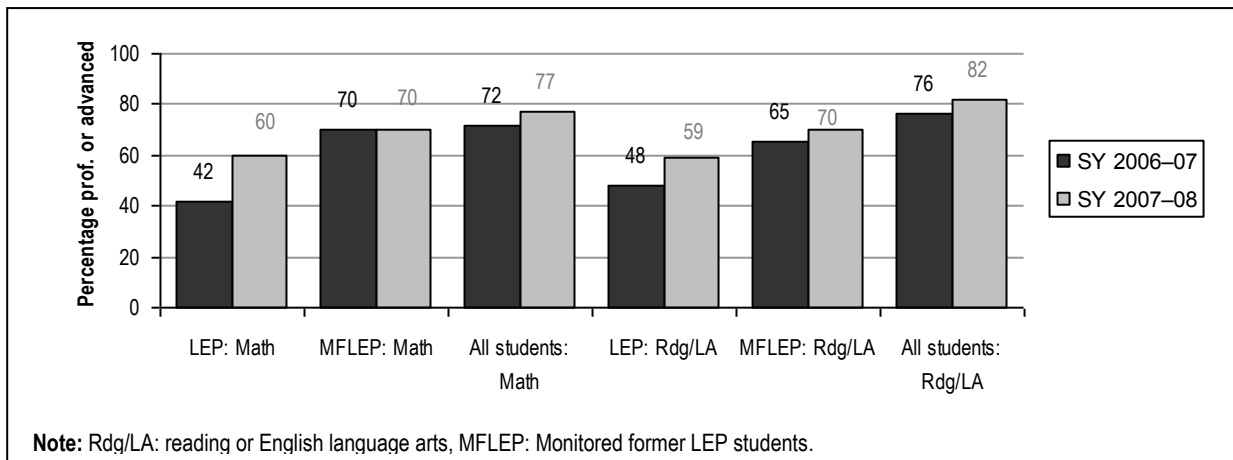
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



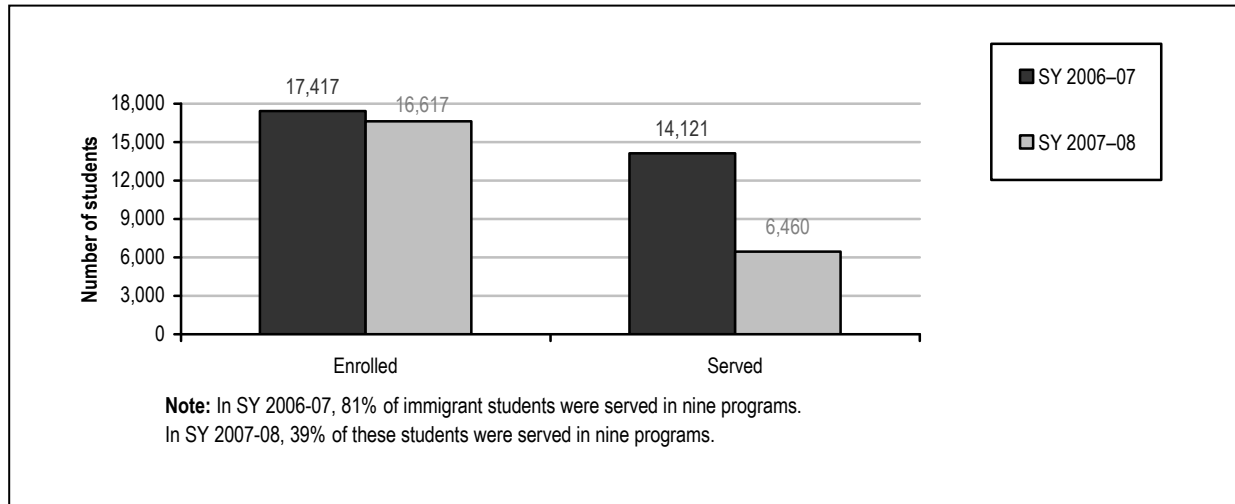
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	French	Chinese	Korean	Vietnamese
	22,516	1,475	1,314	1,241	916
SY 2007–08	Spanish	French	Chinese	Korean	Vietnamese
	26,239	1,655	1,588	1,287	1,118

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08

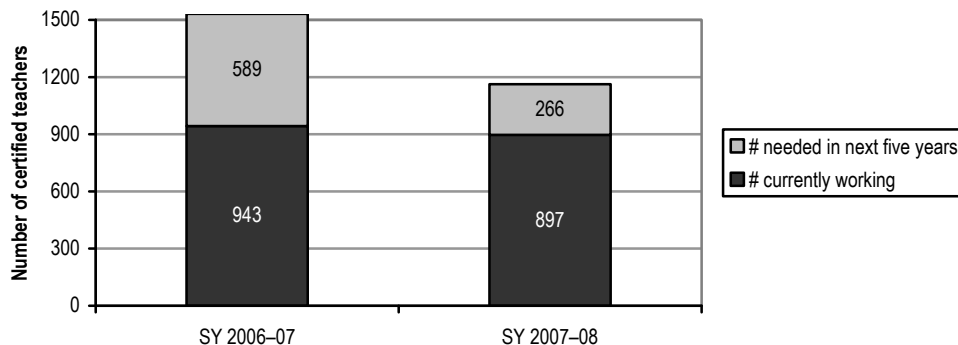


Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
		Two-way immersion	✓	✓	Structured English immersion
		Transitional bilingual	✓	✓	Sheltered English instruction
		Dual language		✓	Specially Designed Academic Instruction in English (SDAIE)
		Developmental bilingual	✓	✓	Content-based ESL
	✓	Heritage language	✓	✓	Pull-out ESL

Education Staff Information

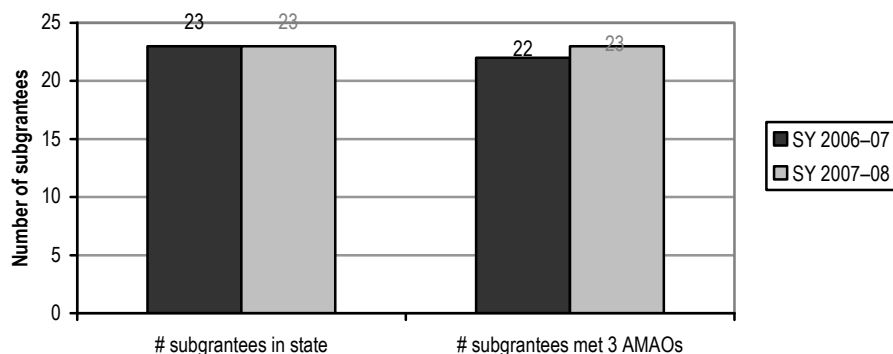
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, 96% of the subgrantees met all three AMAOs. In SY 2007–08, all subgrantees met all three AMAOs.

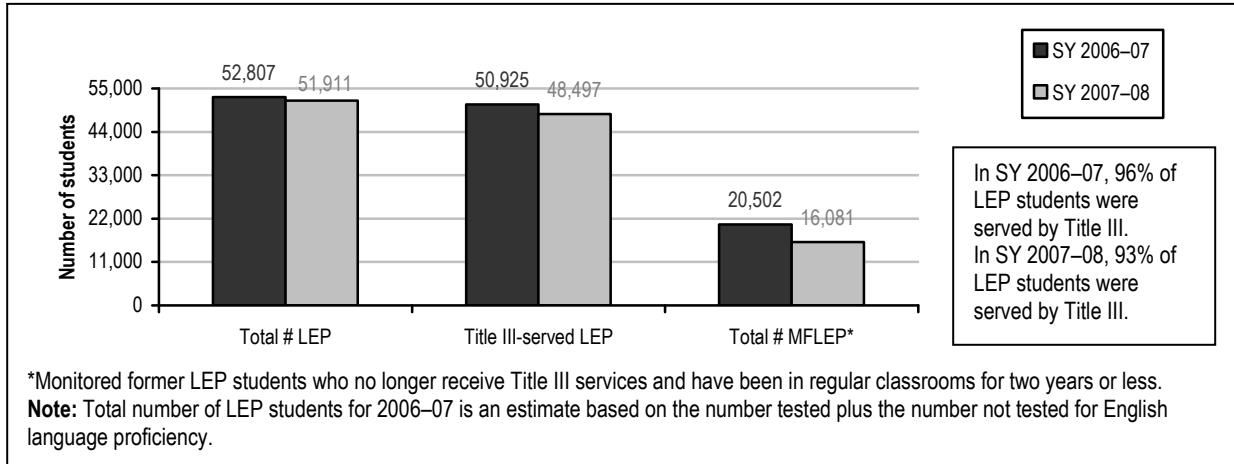
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$7,437,226**; in SY 2007–08, funding was **\$9,173,382**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs in SY 2006–07, but did meet them in 2007–08.

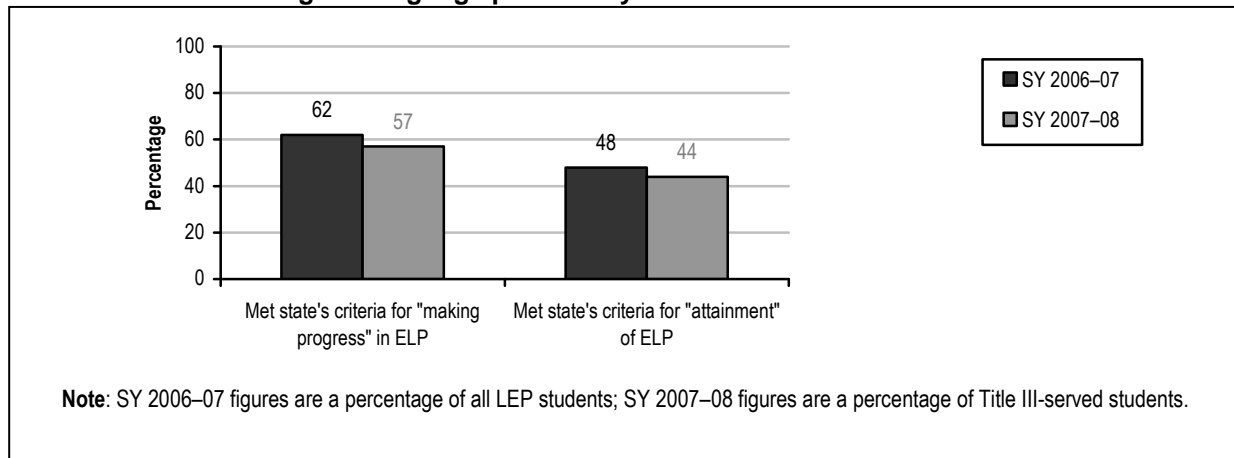
Massachusetts

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



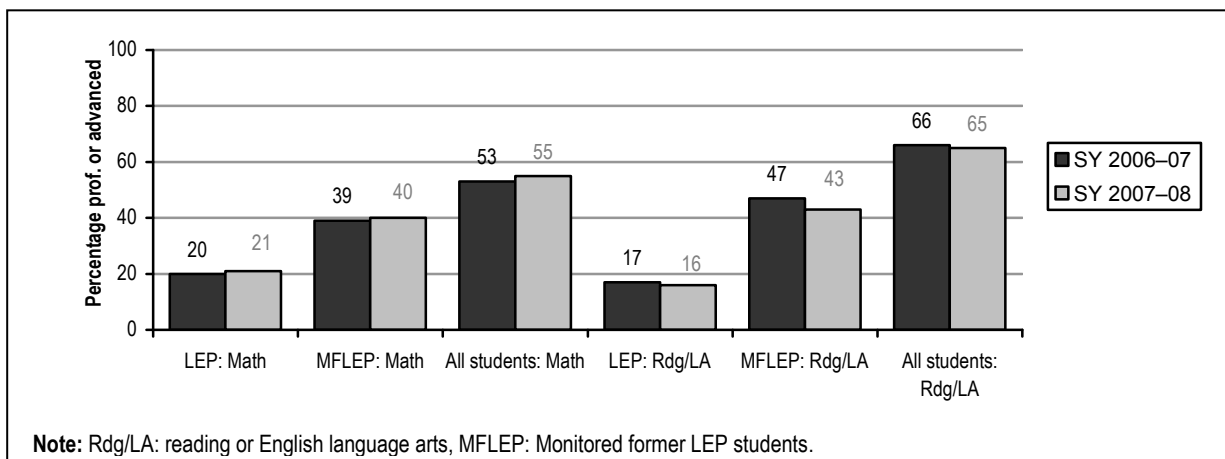
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



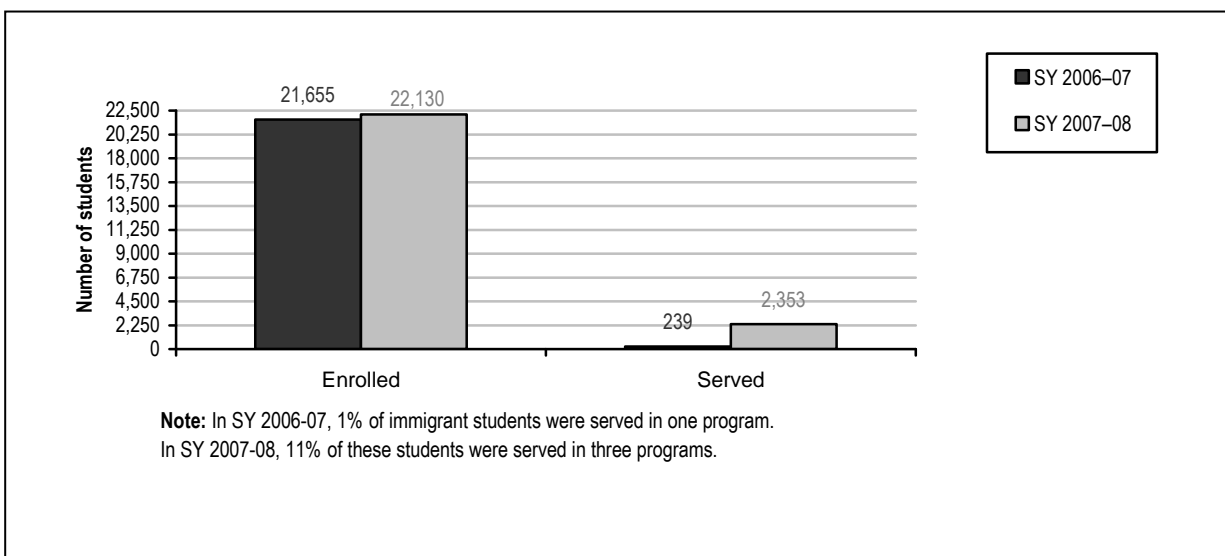
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Portuguese	Khmer	Haitian Creole	Vietnamese
	34,681	5,250	2,663	2,415	2,131
SY 2007–08	Spanish	Portuguese	Khmer/Khmai	Haitian Creole	Vietnamese
	30,793	4,461	2,368	2,185	2,104

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08

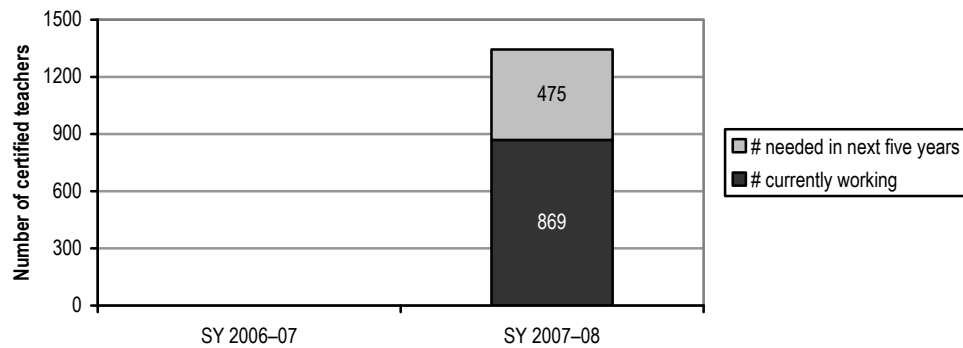


Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
		Two-way immersion	✓		Structured English immersion
✓	✓	Transitional bilingual		✓	Sheltered English instruction
✓	✓	Dual language			Specially Designed Academic Instruction in English (SDAIE)
		Developmental bilingual			Content-based ESL
		Heritage language			Pull-out ESL

Education Staff Information

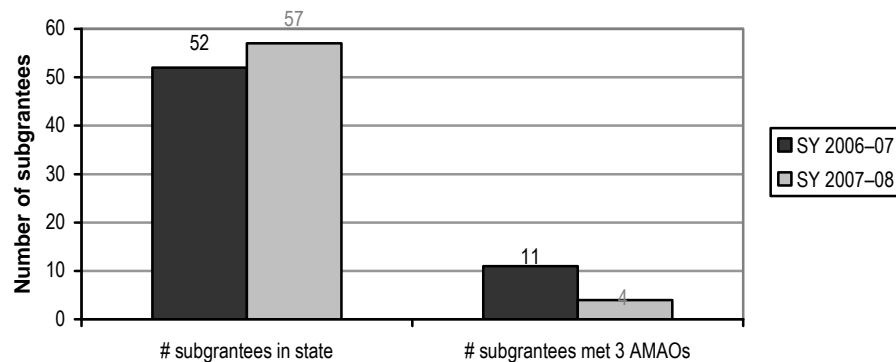
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The state did not provide information for SY 2006–07.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, 21% of the subgrantees met all three AMAOs.
In SY 2007–08, 7% of the subgrantees met all three AMAOs.

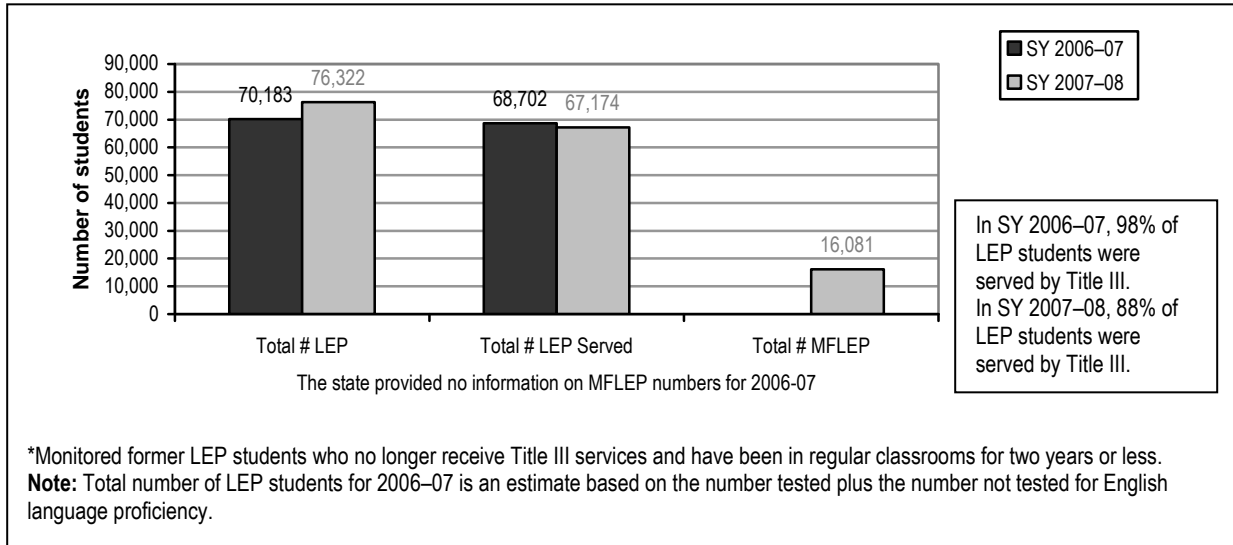
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$9,855,919**; in SY 2007–08, funding was **\$11,074,722**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs in either SY 2006–07 or 2007–08.

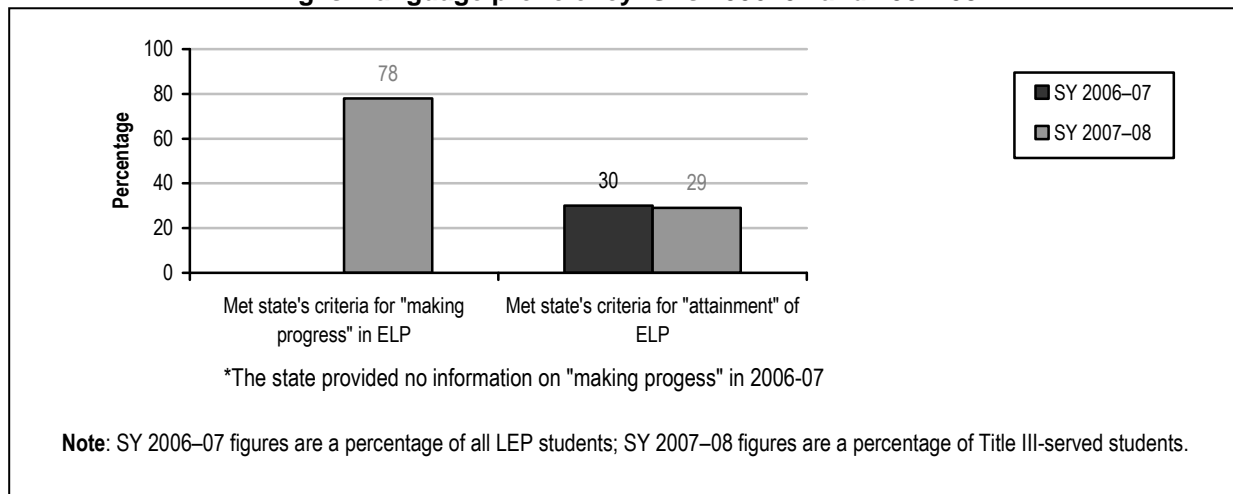
Michigan

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



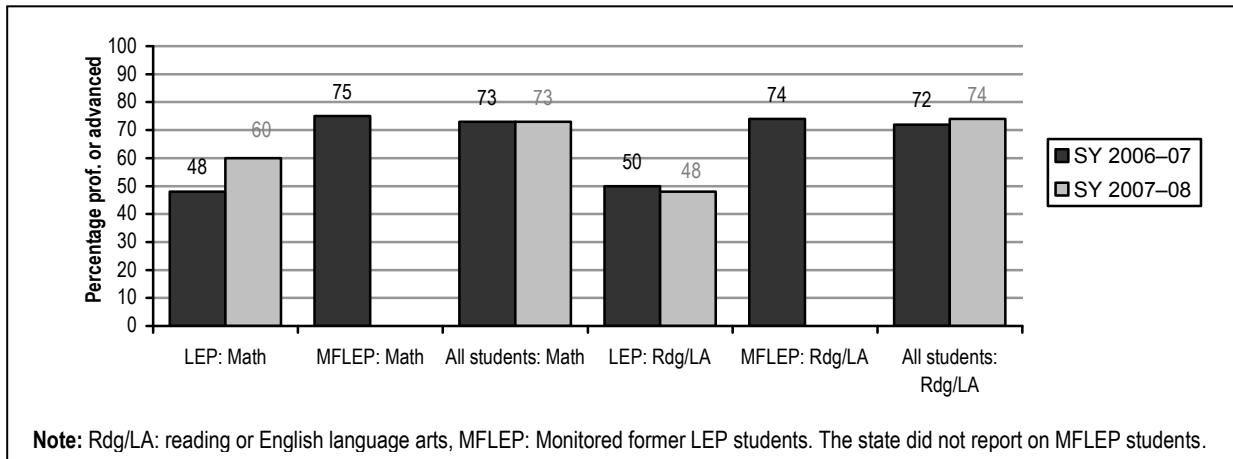
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



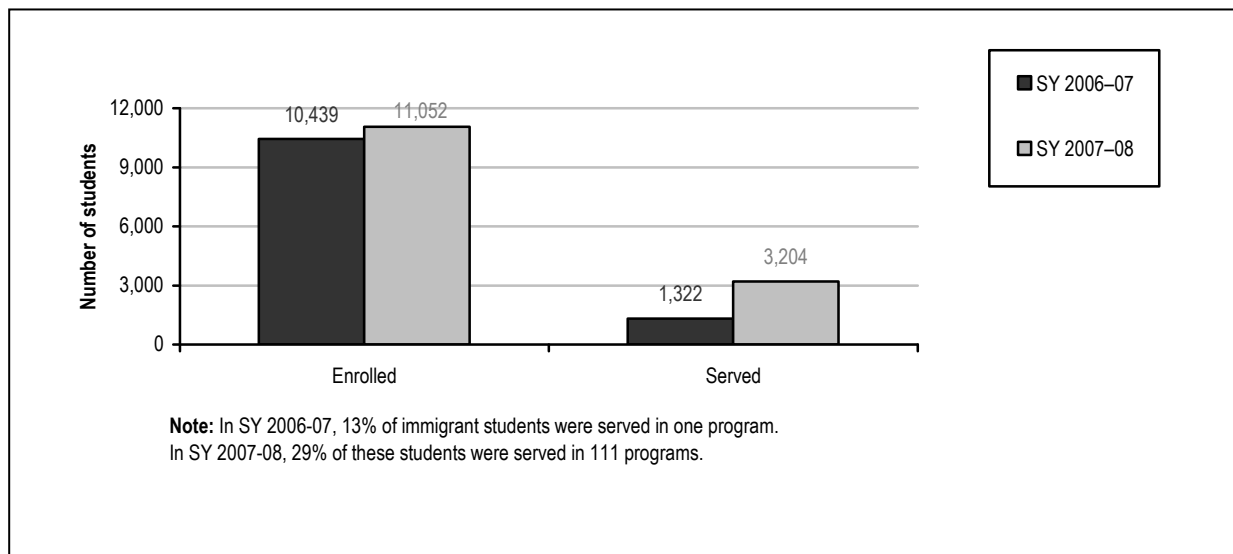
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Arabic	Chaldean	Albanian	Japanese
	30,825	13,334	2,480	1,820	1,263
SY 2007–08	Spanish	Arabic	Chaldean	Albanian	Japanese
	20,225	9,825	1,627	1,204	1,201

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08



Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
	✓	Two-way immersion		✓	Structured English immersion
	✓	Transitional bilingual		✓	Sheltered English instruction
	✓	Dual language		✓	Specially Designed Academic Instruction in English (SDAIE)
	✓	Developmental bilingual		✓	Content-based ESL
	✓	Heritage language		✓	Pull-out ESL

Note: The state provided no information on LIEPs used in SY 2006–07.

Education Staff Information

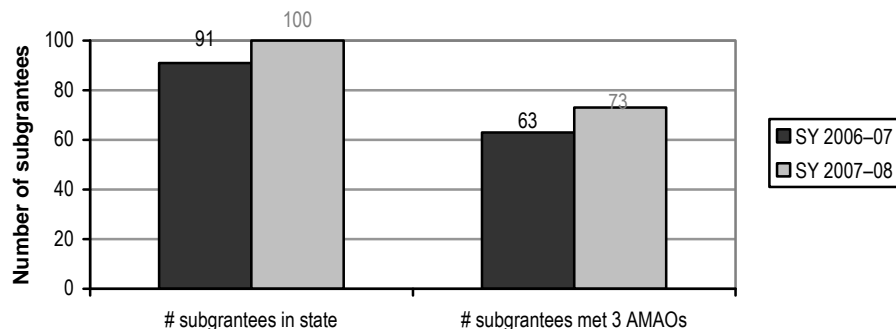
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The state did not provide information for SY 2007–08.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, 69% of the subgrantees met all three AMAOs.
In SY 2007–08, 73% of the subgrantees met all three AMAOs.

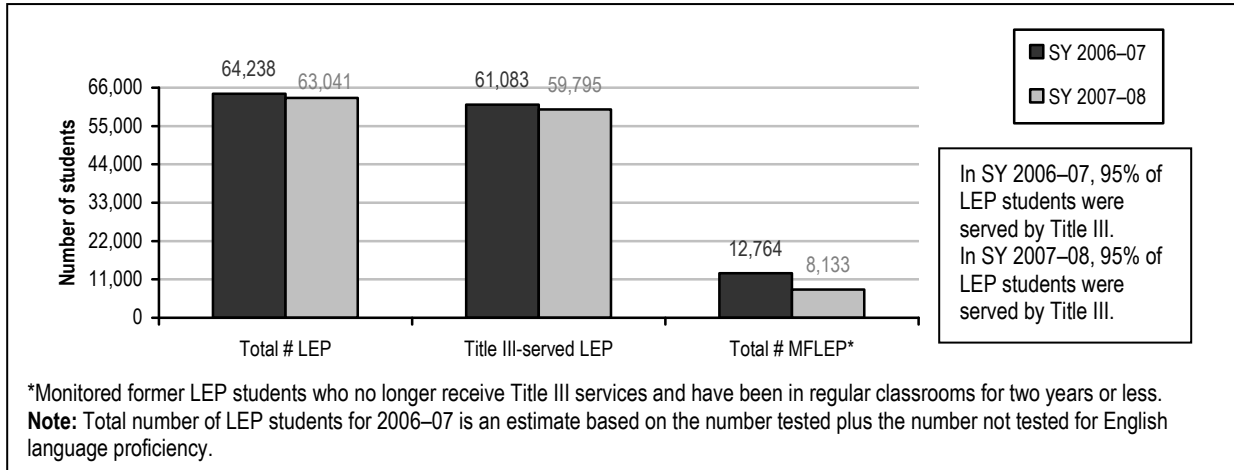
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$8,594,099**; in SY 2007–08, funding was **\$10,423,737**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it met all three AMAOs in SY 2006–07, but did not provide the information for 2007–08.

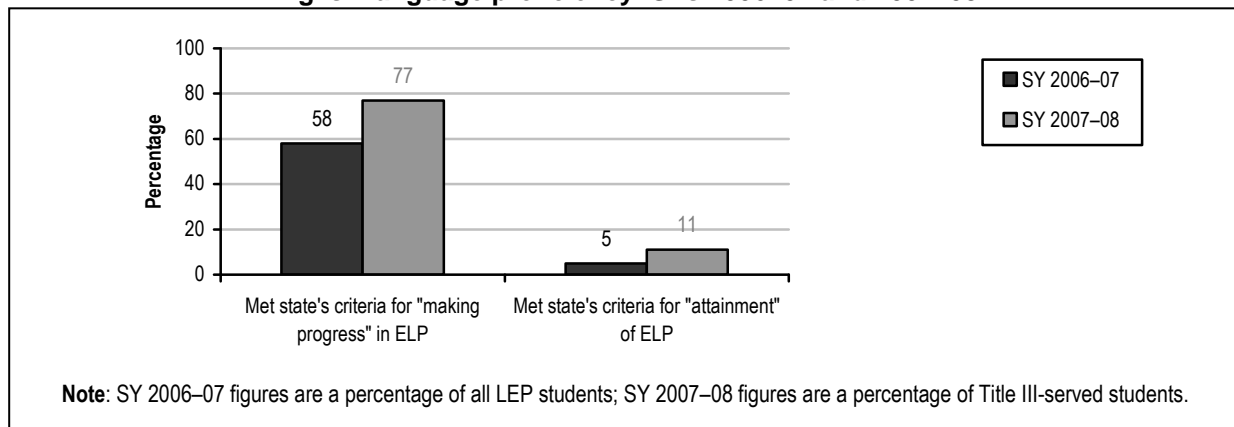
Minnesota

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



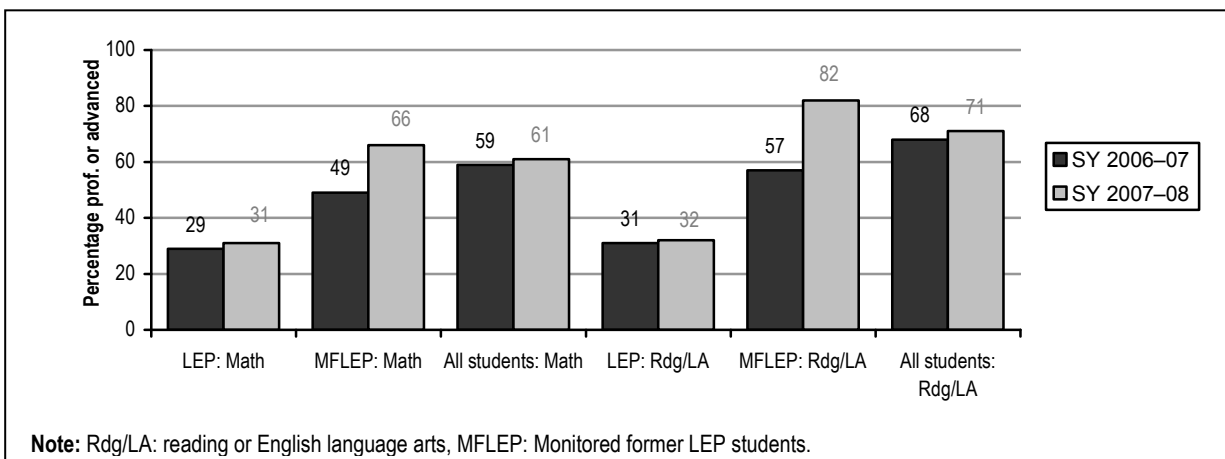
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



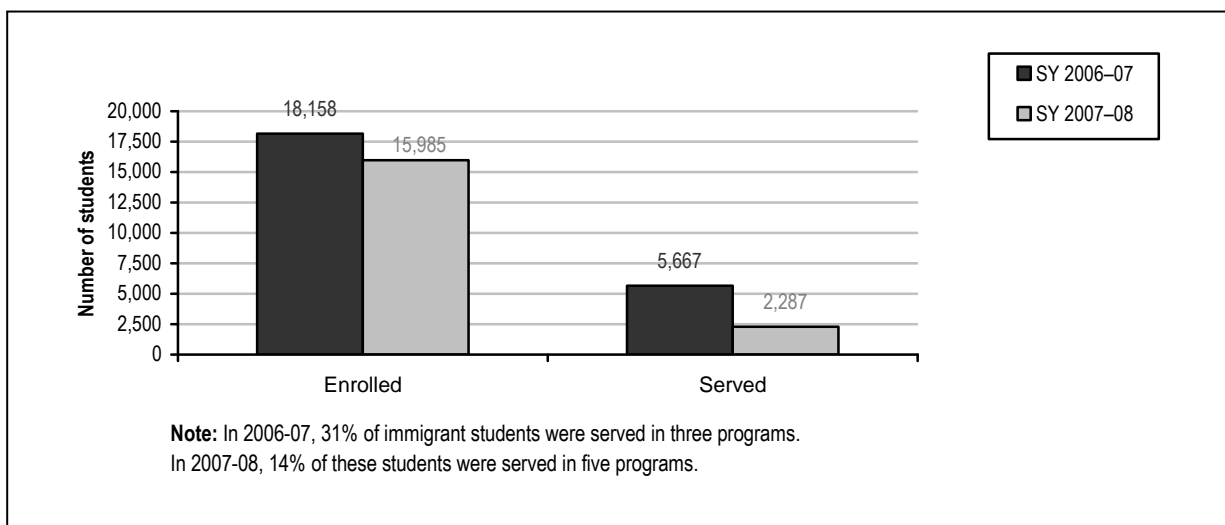
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Hmong	Somali	Vietnamese	Russian
	27,398	18,355	9,508	1,923	1,449
SY 2007–08	Spanish	Hmong	Somali	Vietnamese	Russian
	24,940	16,052	8,310	1,810	1,283

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08

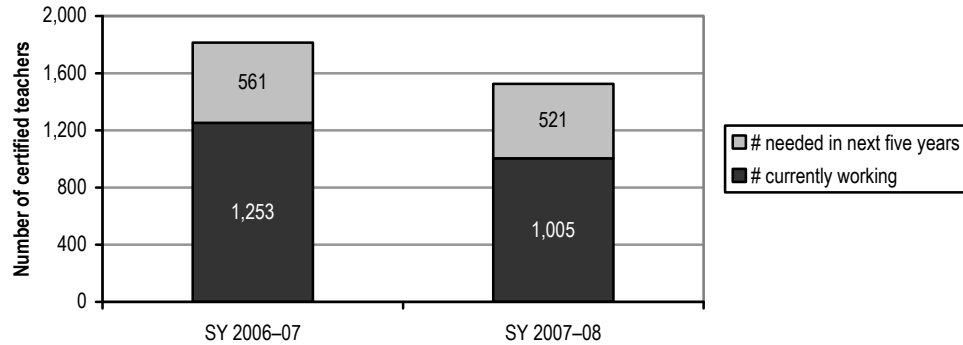


Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
✓	✓	Two-way immersion	✓	✓	Structured English immersion
✓	✓	Transitional bilingual	✓	✓	Sheltered English instruction
✓	✓	Dual language		✓	Specially Designed Academic Instruction in English (SDAIE)
✓	✓	Developmental bilingual	✓	✓	Content-based ESL
✓	✓	Heritage language	✓	✓	Pull-out ESL

Education Staff Information

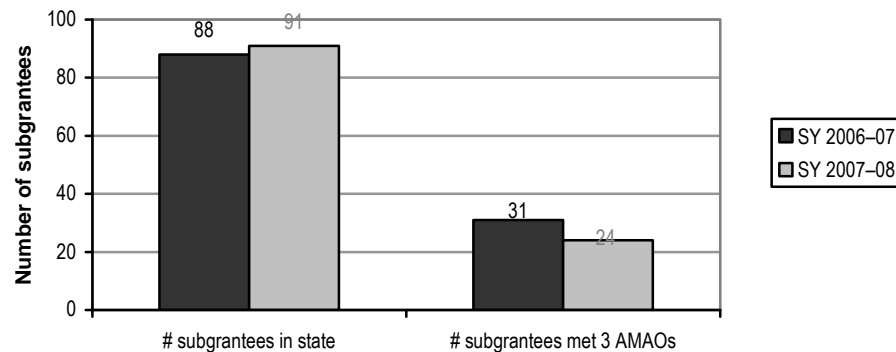
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In 2006–07, 35% of the subgrantees met all three AMAOs.
In 2007–08, 26% of the subgrantees met all three AMAOs.

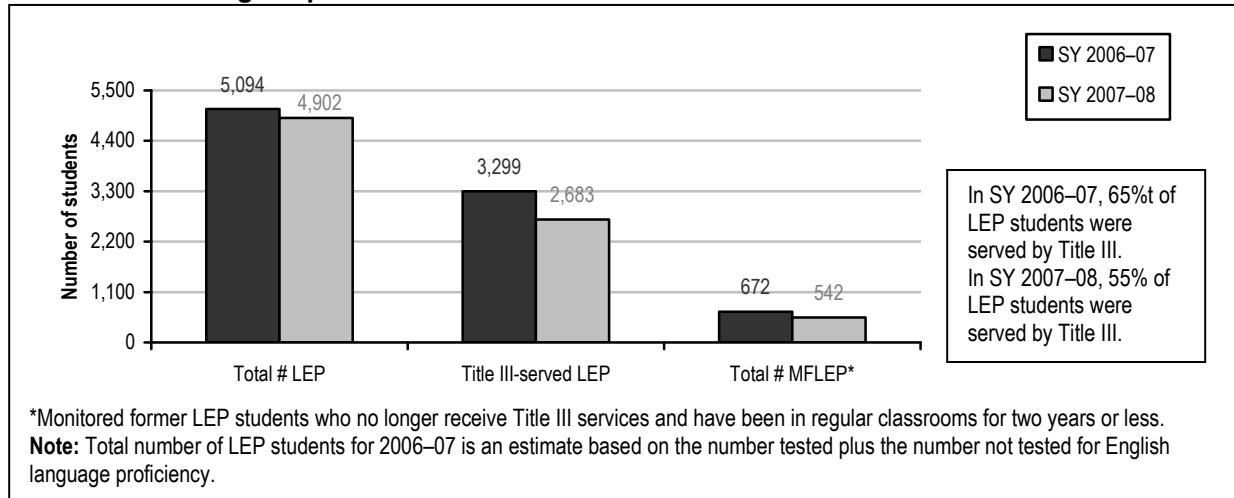
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$7,098,282**; in SY 2007–08, funding was **\$6,739,911**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it met all three AMAOs in SY 2006–07, but not in 2007–08.

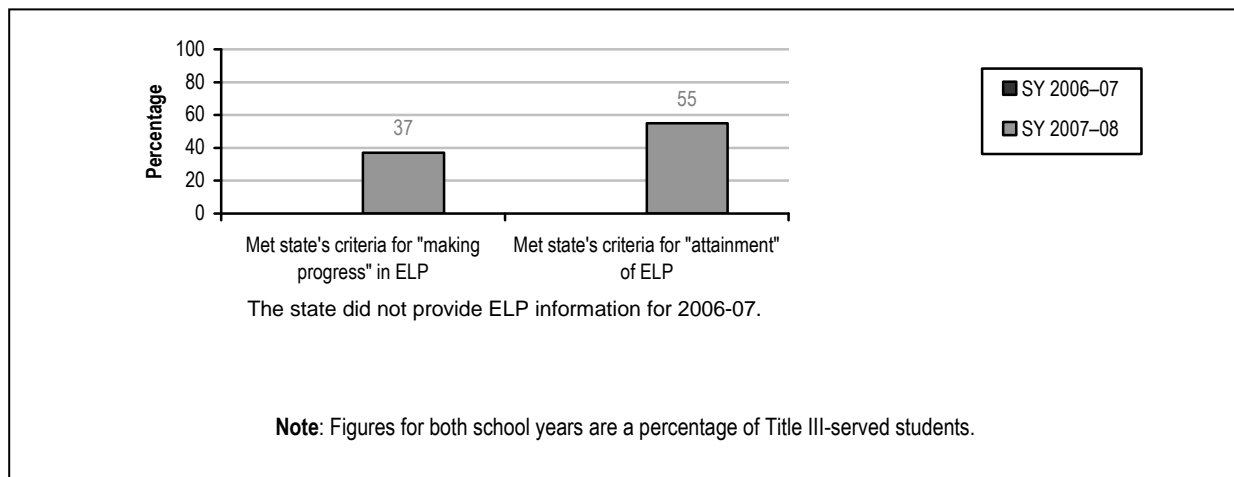
Mississippi

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



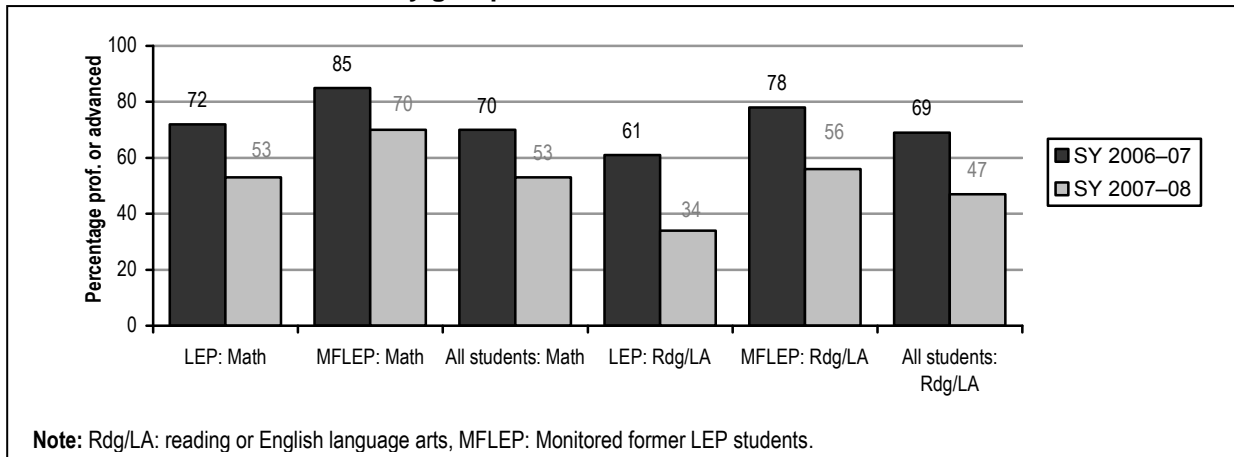
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



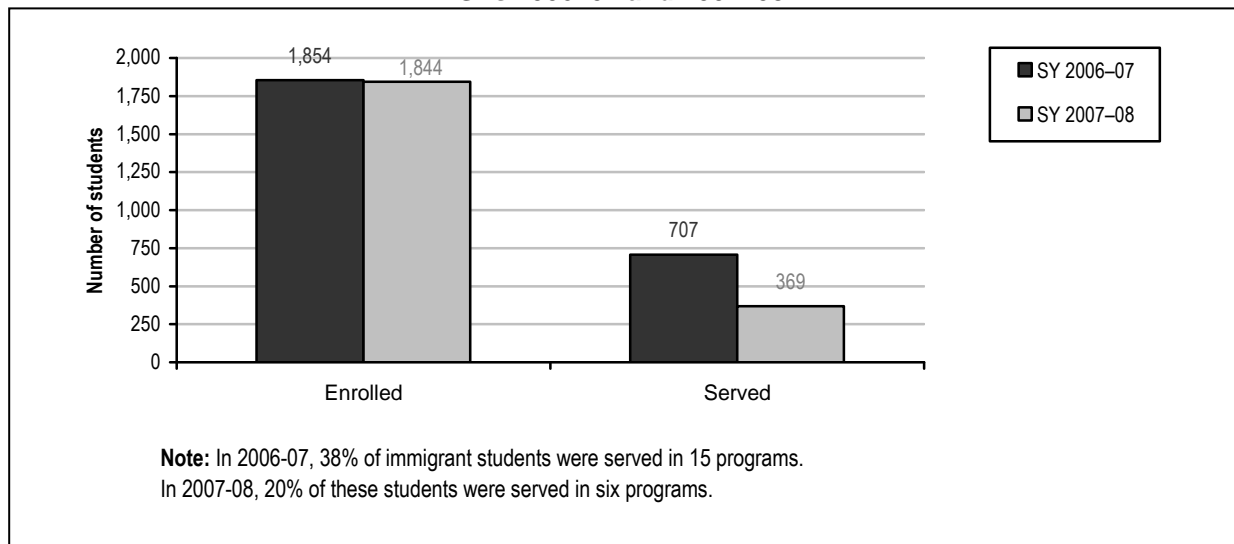
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Vietnamese	Arabic	Cantonese	Korean
	4,086	461	115	62	33
SY 2007–08	Spanish	Vietnamese	Arabic	Cantonese	Chinese
	4,758	389	137	60	51

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08

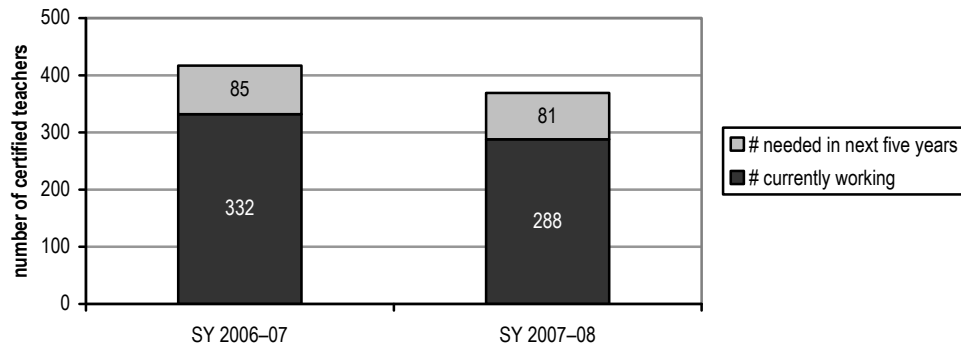


Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
✓		Two-way immersion	✓	✓	Structured English immersion
✓	✓	Transitional bilingual	✓	✓	Sheltered English instruction
✓		Dual language			Specially Designed Academic Instruction in English (SDAIE)
	✓	Developmental bilingual	✓	✓	Content-based ESL
	✓	Heritage language	✓	✓	Pull-out ESL

Education Staff Information

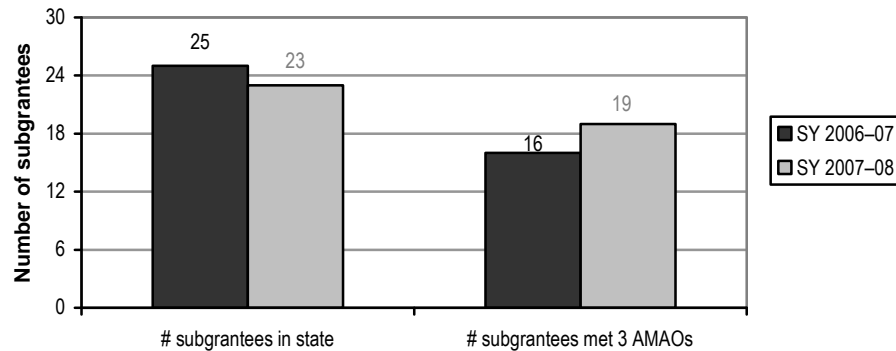
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, 64% of the subgrantees met all three AMAOs.
In SY 2007–08, 83% of the subgrantees met all three AMAOs.

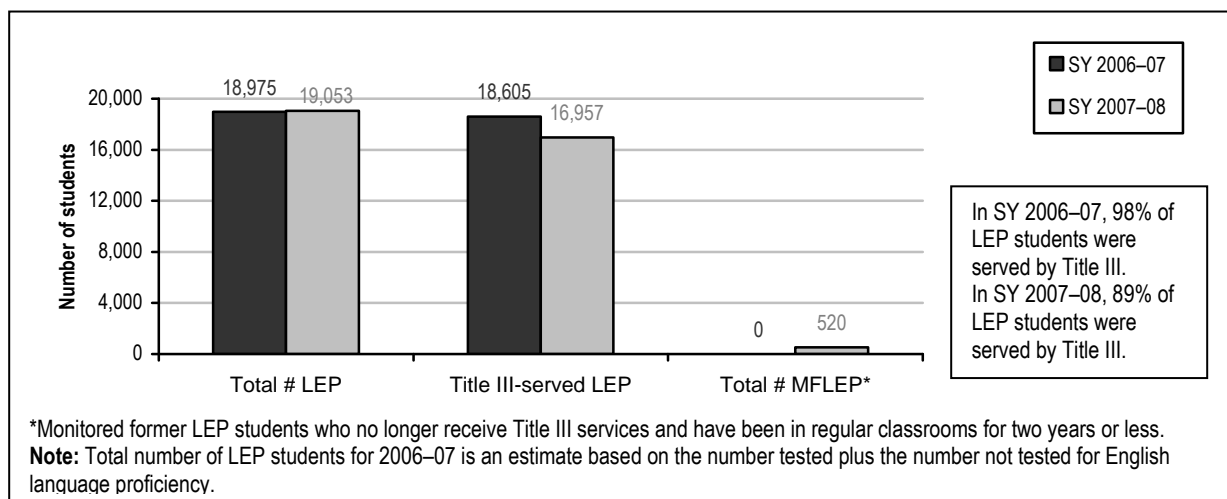
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$742,851**; in SY 2007–08, funding was **\$1,320,656**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it met all three AMAOs in SY 2006–07, but not in 2007–08.

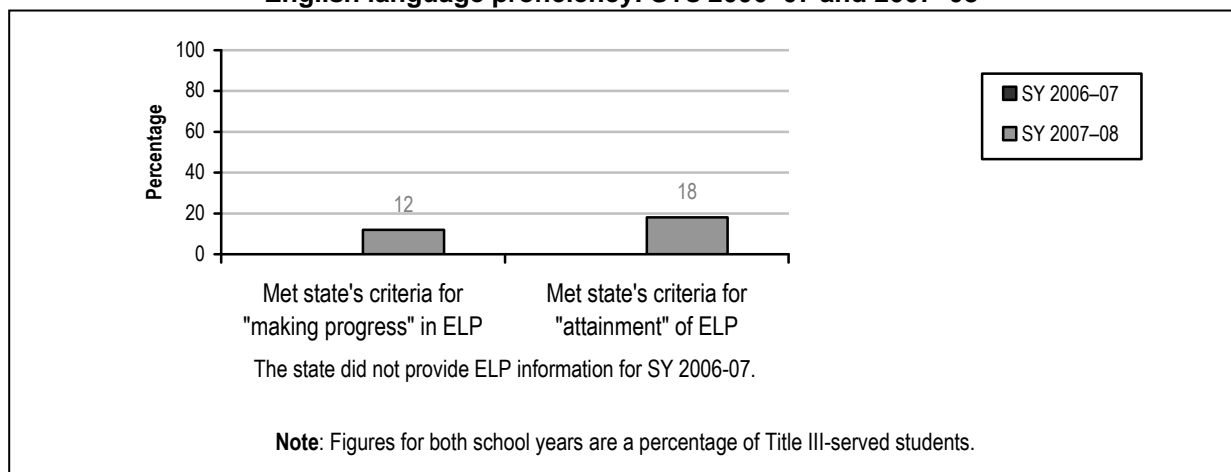
Missouri

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



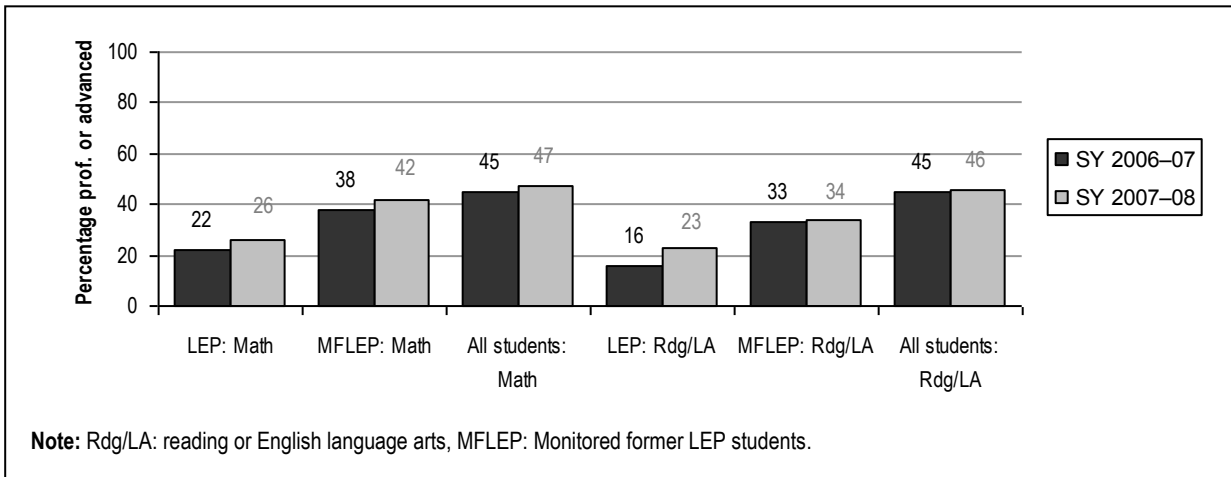
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



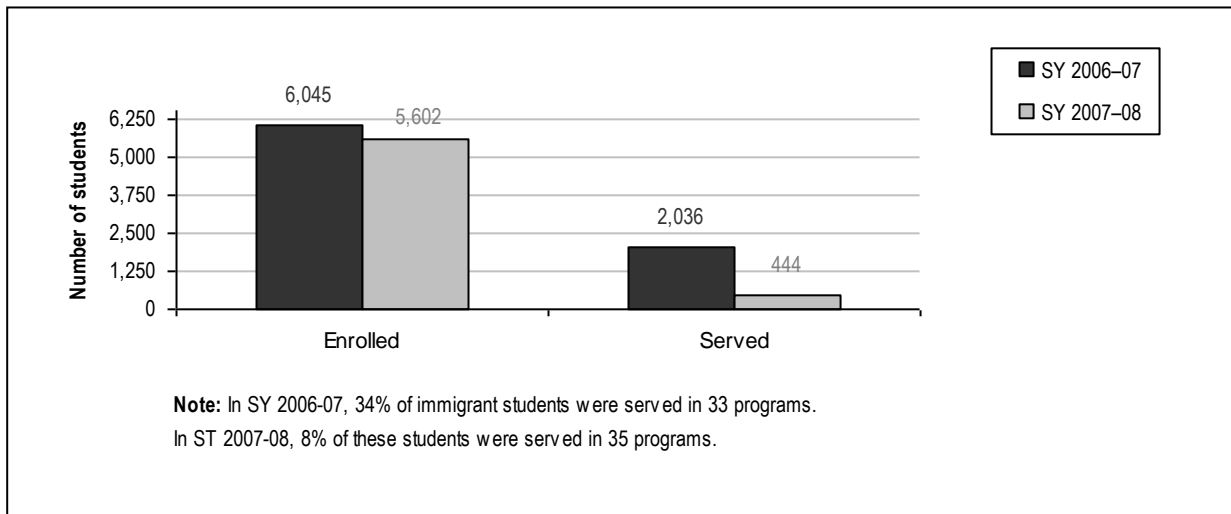
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Bosnian/Croatian/Serbian	Vietnamese	Somali	Arabic
	10,400	1,597	1,058	644	542
SY 2007–08	Spanish	Bosnian/Croatian/Serbian	Vietnamese	Arabic/Sudanese	Somali
	9,271	961	686	536	462

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08

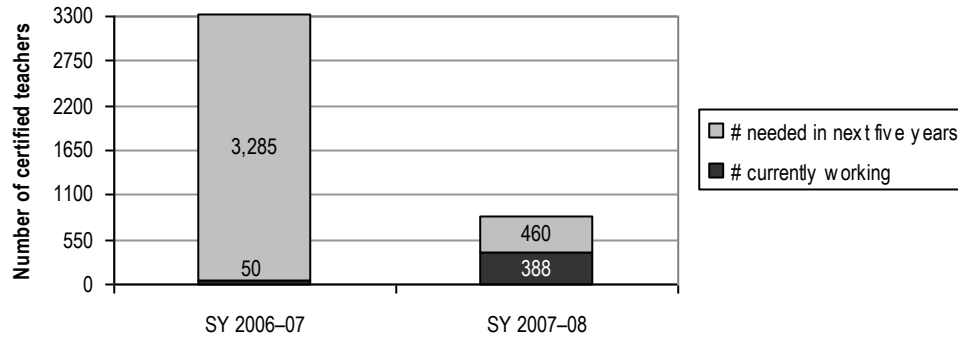


Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
✓		Two-way immersion	✓	✓	Structured English immersion
	✓	Transitional bilingual	✓	✓	Sheltered English instruction
		Dual language			Specially Designed Academic Instruction in English (SDAIE)
	✓	Developmental bilingual	✓		Content-based ESL
✓	✓	Heritage language	✓	✓	Pull-out ESL

Education Staff Information

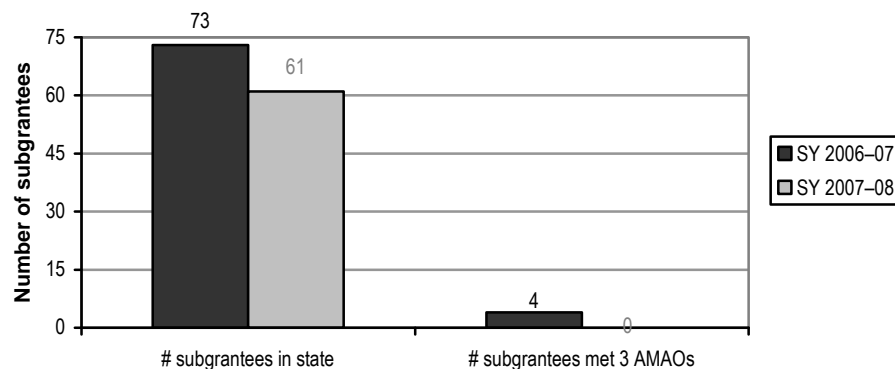
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, 5% of the subgrantees met all three AMAOs.
In SY 2007–08, none of the subgrantees met all three AMAOs.

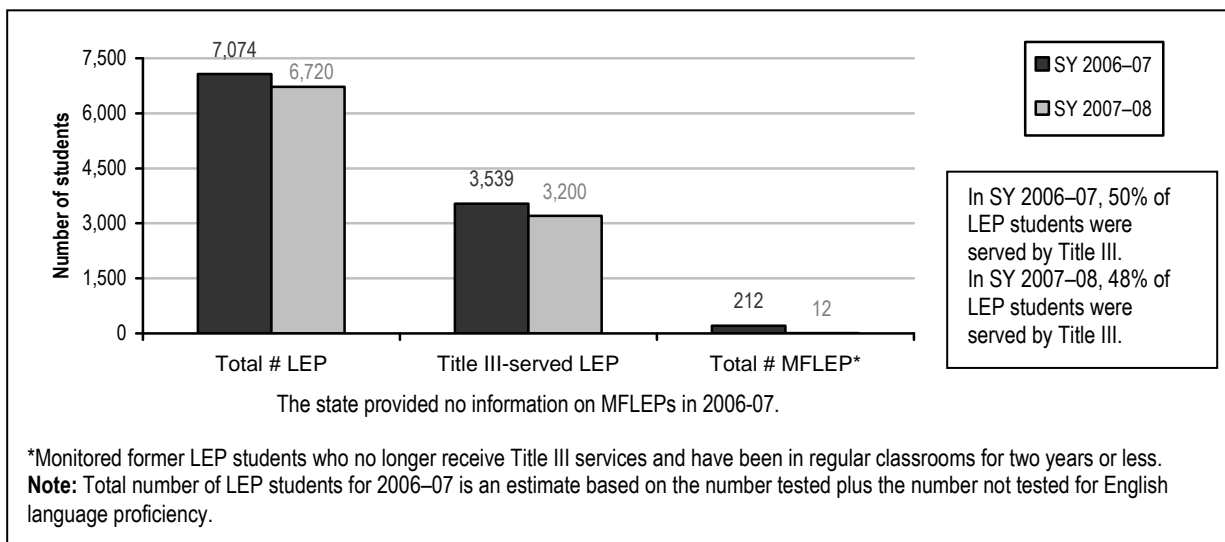
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$3,100,690**; in SY 2007–08, funding was **\$3,636,617**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs in either SY 2006–07 or 2007–08.

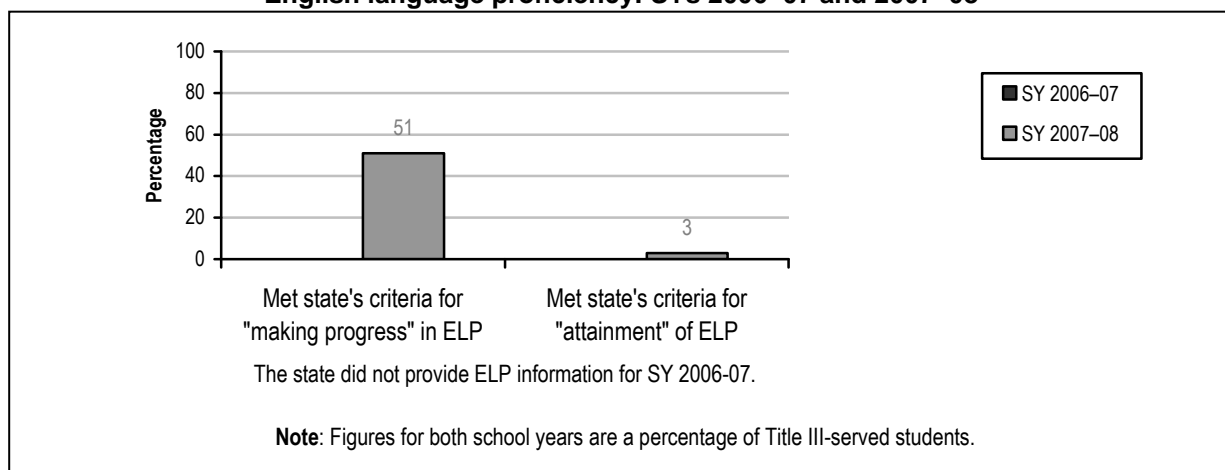
Montana

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



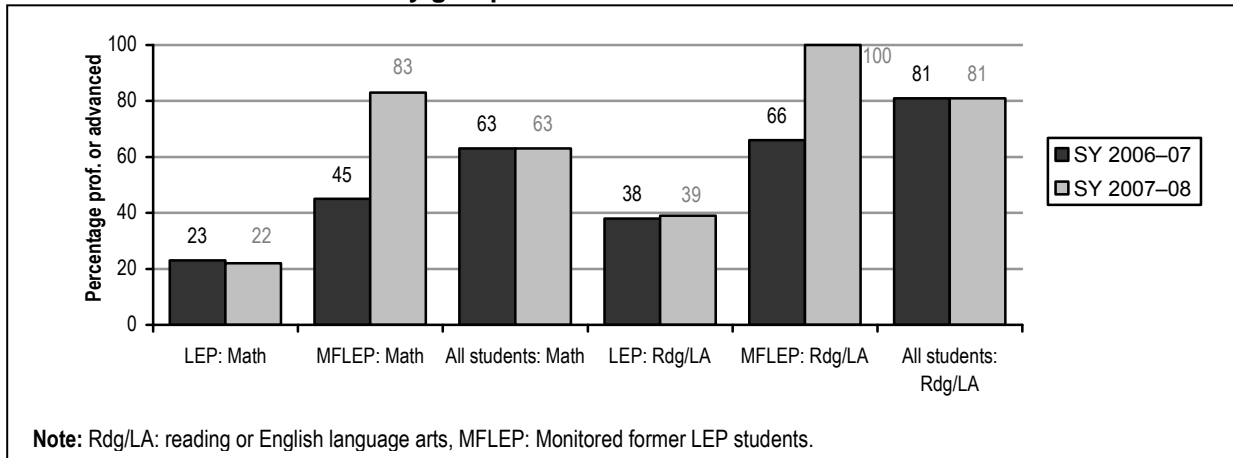
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



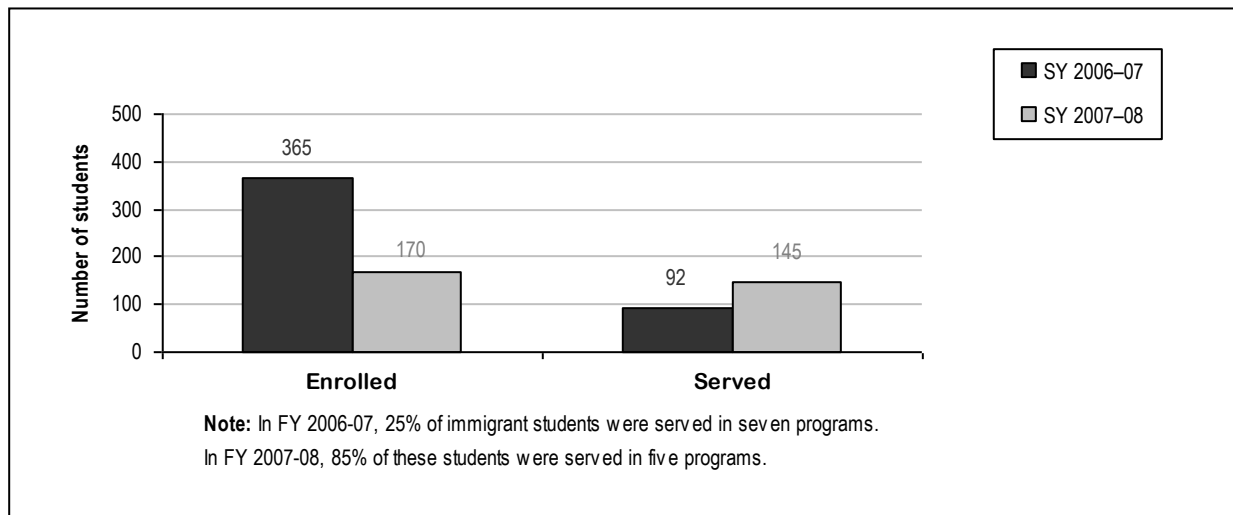
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Blackfeet	Crow	German	Dakota	Cheyenne
	1,383	1,376	602	574	418
SY 2007–08	Blackfeet	Crow	Other American Indian	Cheyenne	German
	1,497	1,372	716	607	602

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08

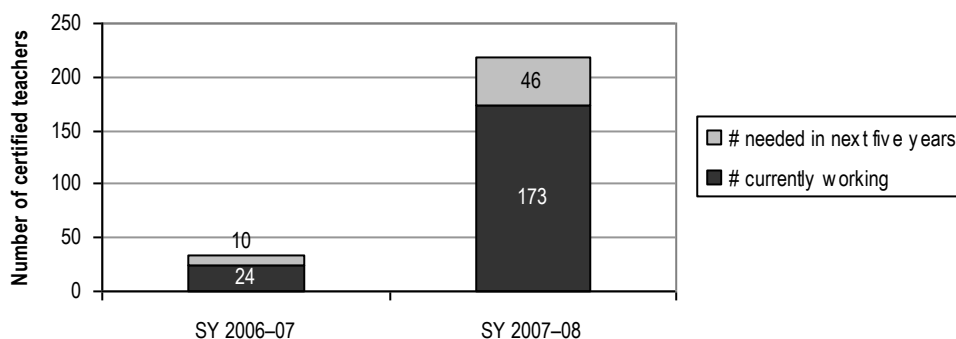


Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
		Two-way immersion	✓		Structured English immersion
		Transitional bilingual			Sheltered English instruction
		Dual language	✓	✓	Specially Designed Academic Instruction in English (SDAIE)
		Developmental bilingual	✓	✓	Content-based ESL
✓	✓	Heritage language	✓		Pull-out ESL

Education Staff Information

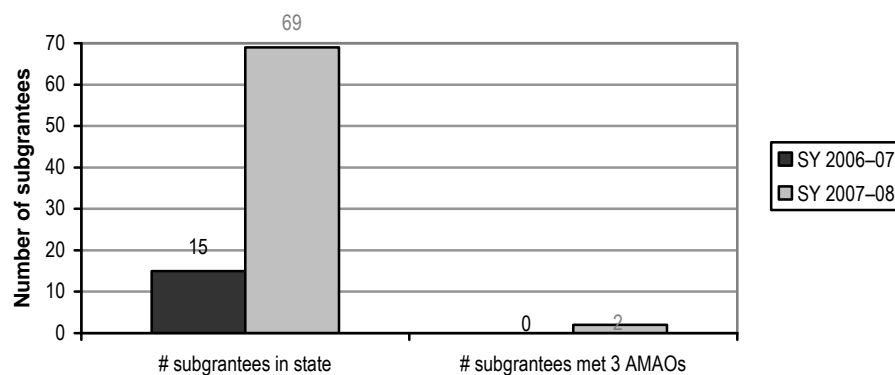
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, none of the subgrantees met all three AMAOs.
In SY 2007–08, 3% of the subgrantees met all three AMAOs.

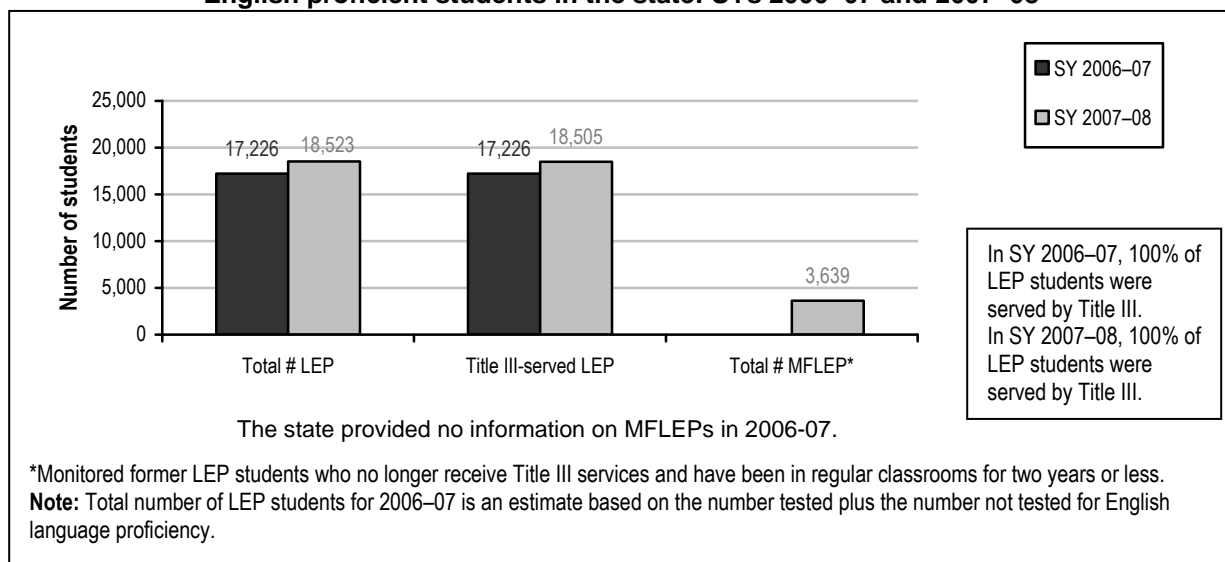
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$500,000**; in SY 2007–08, funding was **\$500,000**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs in either SY 2006–07 or 2007–08.

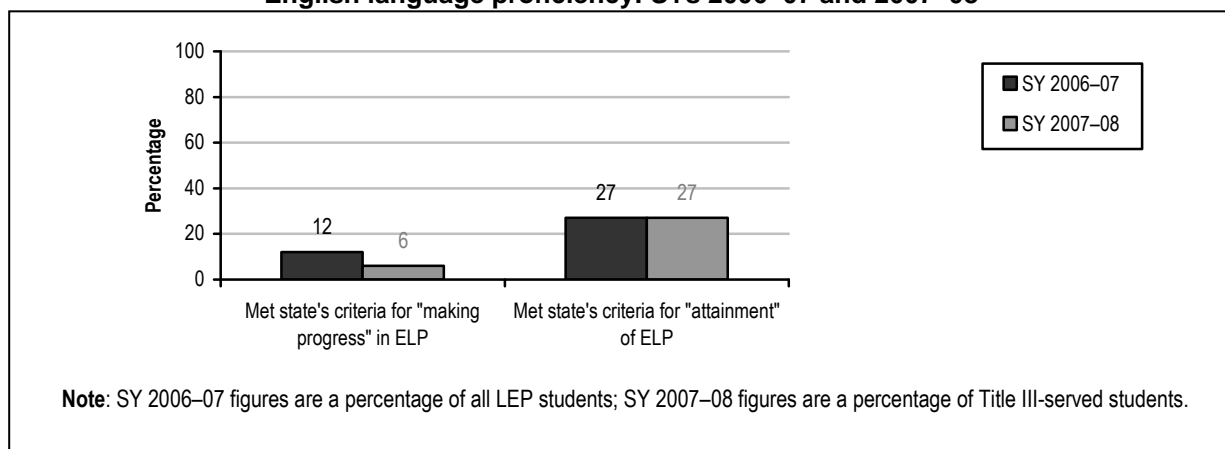
Nebraska

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



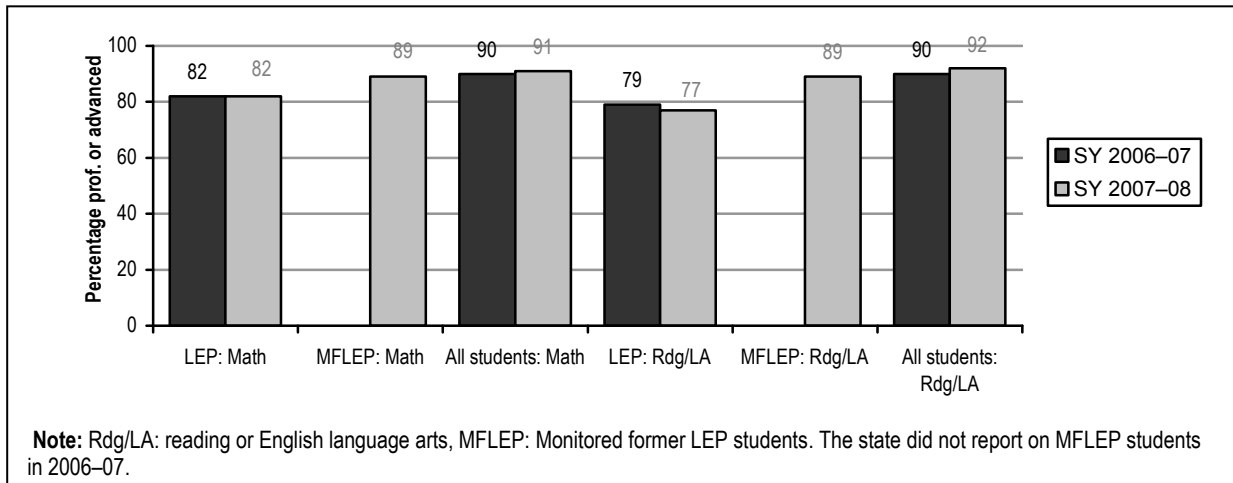
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



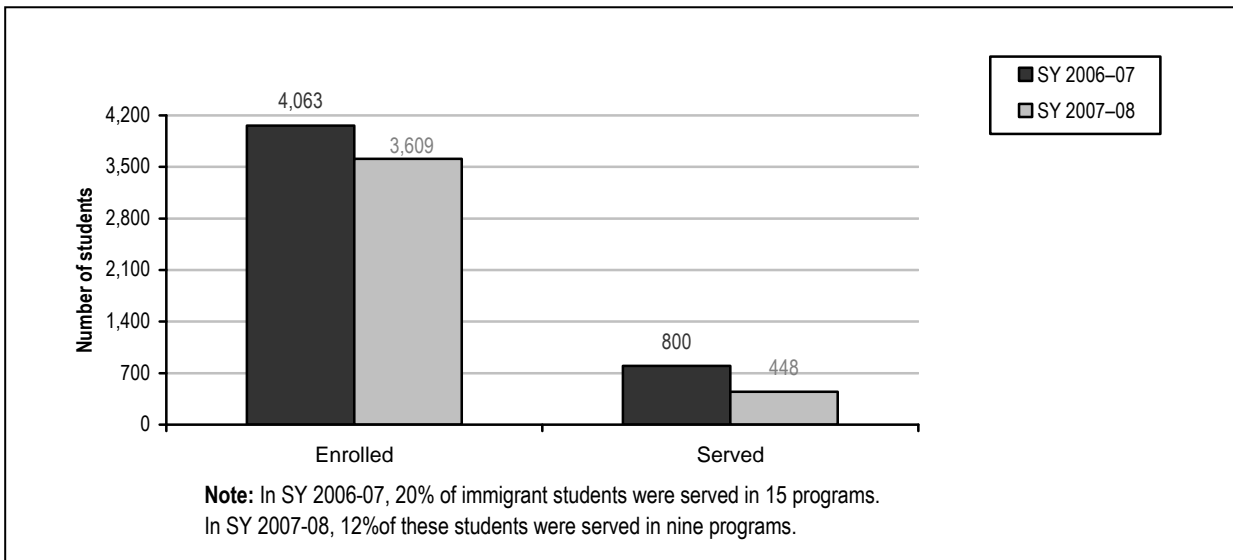
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Vietnamese	Nuer	Arabic	Kurdish
	14,449	634	511	486	181
SY 2007–08	Spanish	Vietnamese	Arabic	Nuer	Somali
	15,038	610	493	454	344

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08



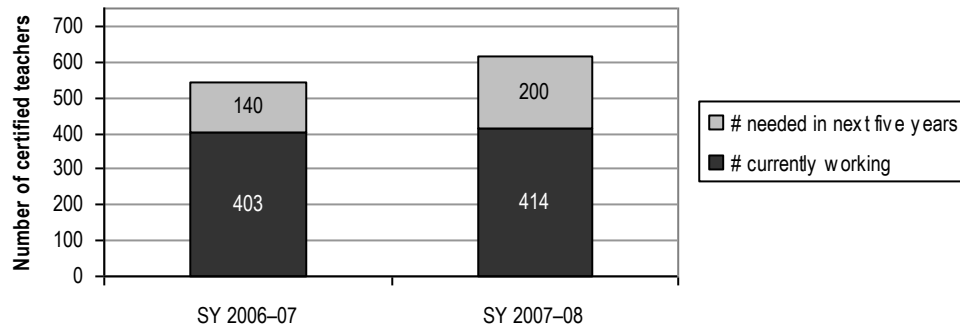
Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

LIEPs that use English and another language		LIEPs that use only English	
✓	Two-way immersion	✓	Structured English immersion
✓	Transitional bilingual	✓	Sheltered English instruction
✓	Dual language		Specially Designed Academic Instruction in English (SDAIE)
	Developmental bilingual	✓	Content-based ESL
✓	Heritage language	✓	Pull-out ESL

Note: The state reported that subgrantees used the same LIEPs during both years of this report.

Education Staff Information

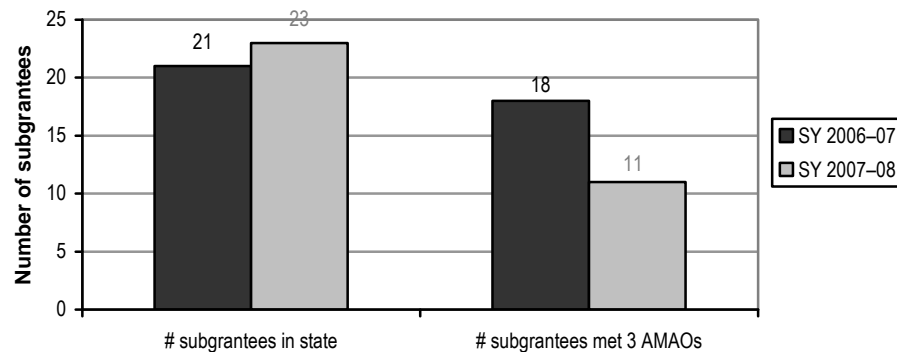
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, 86% of the subgrantees met all three AMAOs
In SY 2007–08, 48% of the subgrantees met all three AMAOs.

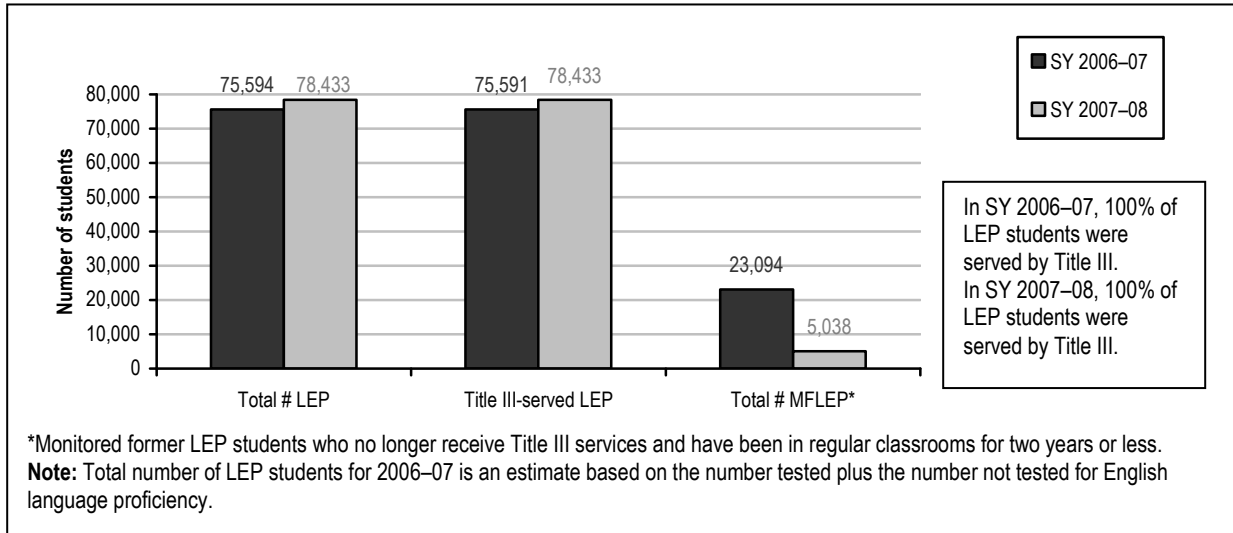
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$2,130,605**; in SY 2007–08, funding was **\$2,394,094**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it met all three AMAOs in SY 2006–07, but not in 2007–08.

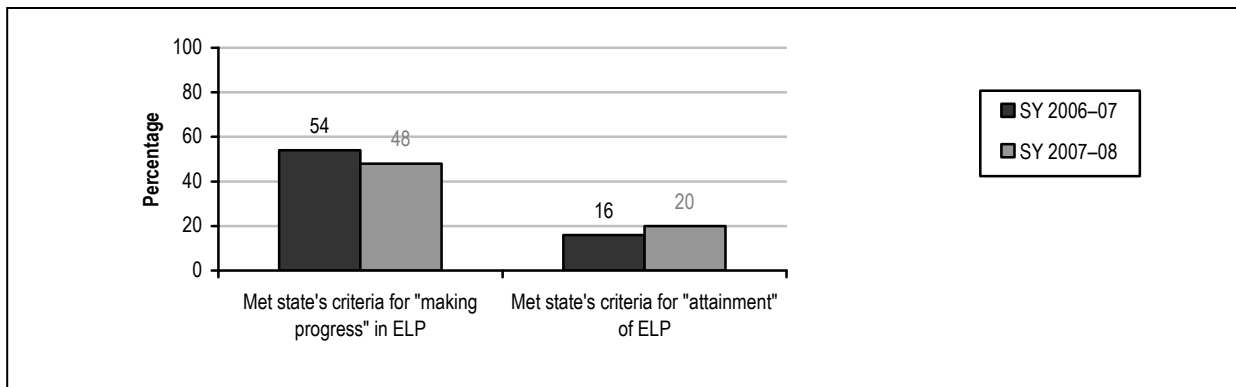
Nevada

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



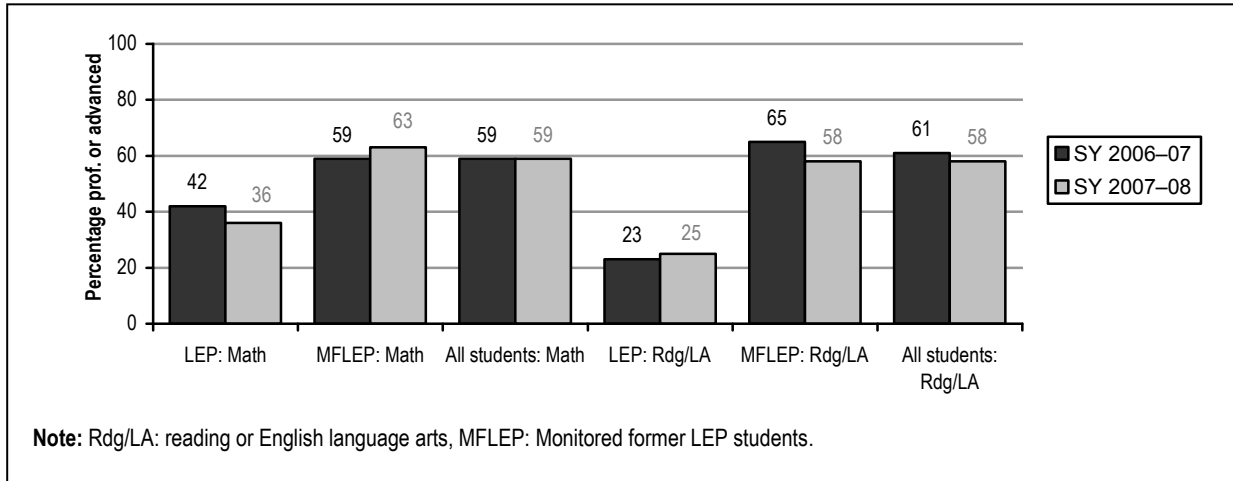
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



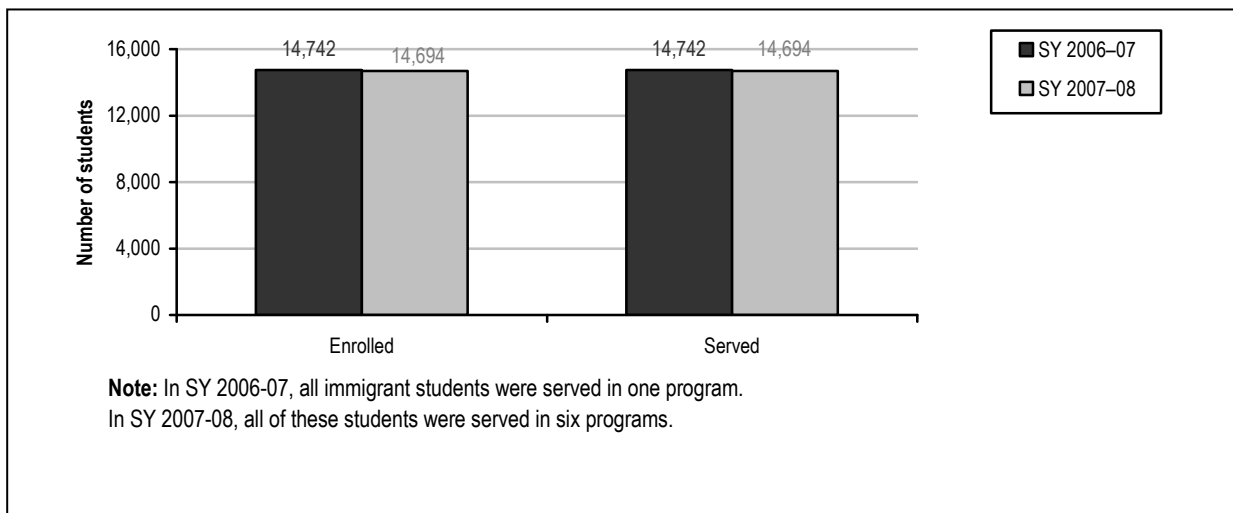
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Tagalog	Filipino	Chinese	Vietnamese
	104,679	3,738	1,554	1,351	904
SY 2007–08	Spanish	Tagalog	Chinese	N/A	N/A
	71,374	5,490	681	—	—

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08

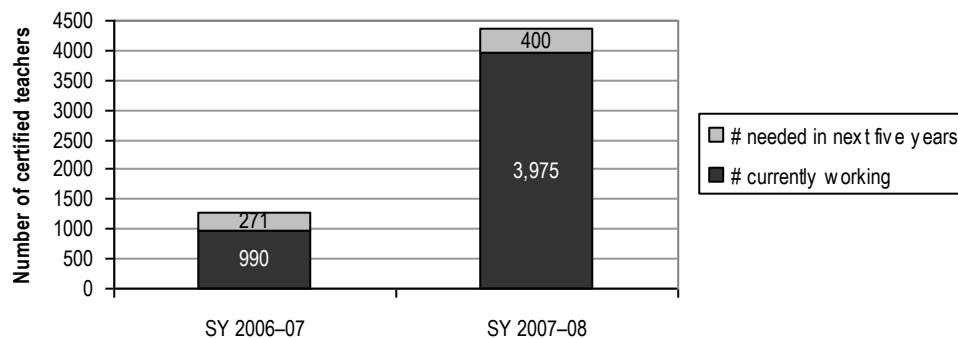


Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
✓	✓	Two-way immersion		✓	Structured English immersion
	✓	Transitional bilingual	✓	✓	Sheltered English instruction
✓		Dual language			Specially Designed Academic Instruction in English (SDAIE)
✓		Developmental bilingual	✓		Content-based ESL
	✓	Heritage language	✓	✓	Pull-out ESL

Education Staff Information

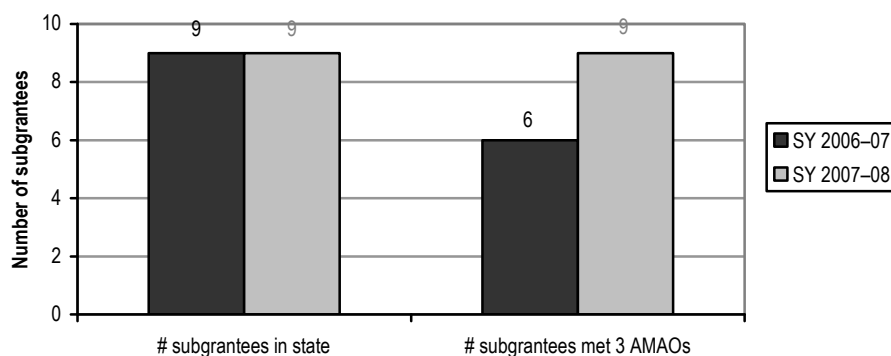
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006-07, 67% of the subgrantees met all three AMAOs.
In SY 2007-08, all subgrantees met all three AMAOs.

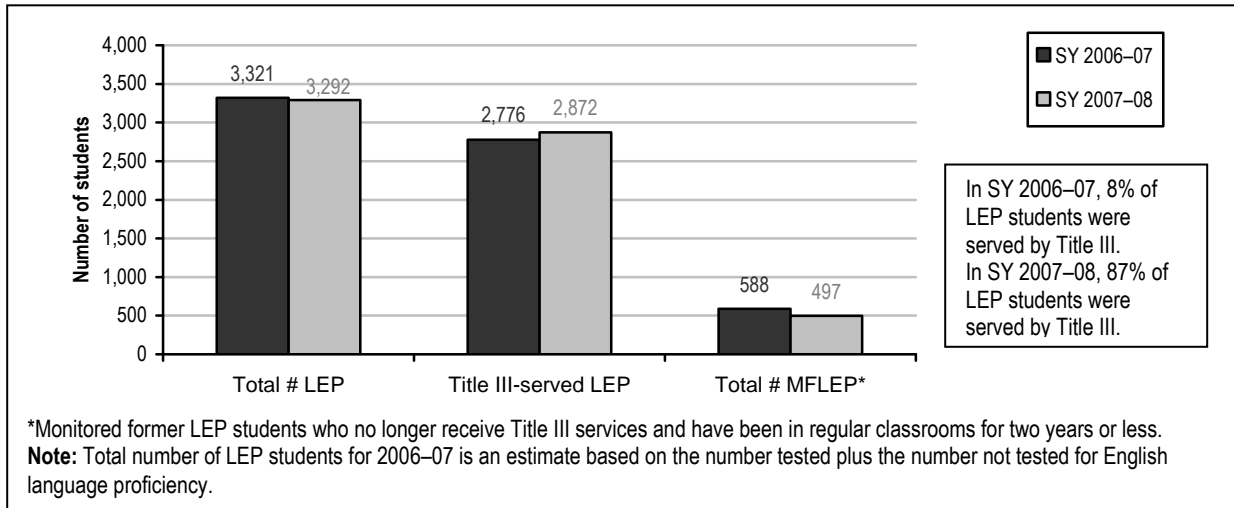
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$8,673,706**; in SY 2007–08, funding was **\$6,039,870**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state met its three AMAOs in both SYs 2006–07 and 2007–08.

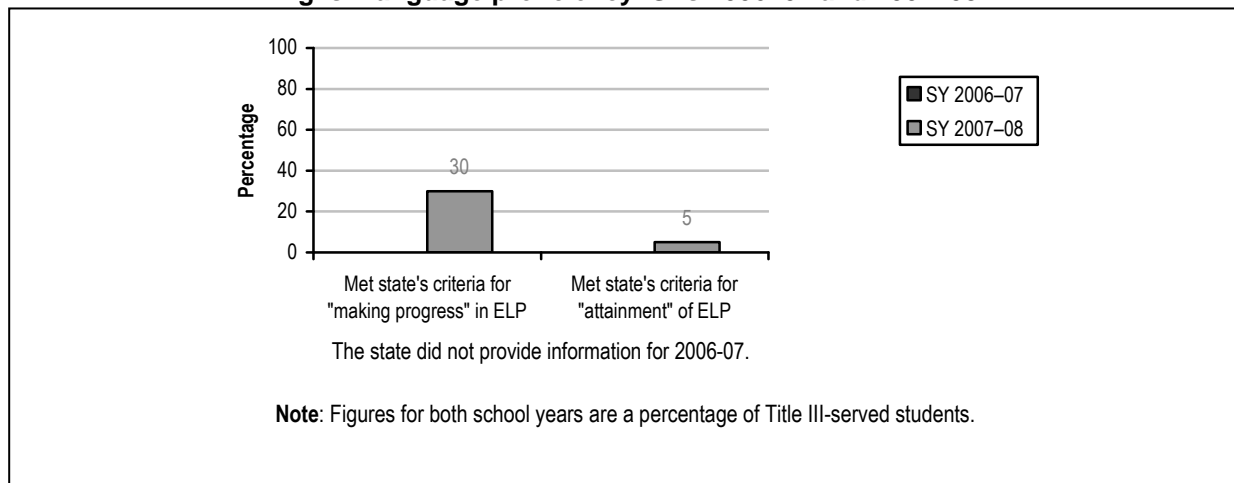
New Hampshire

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



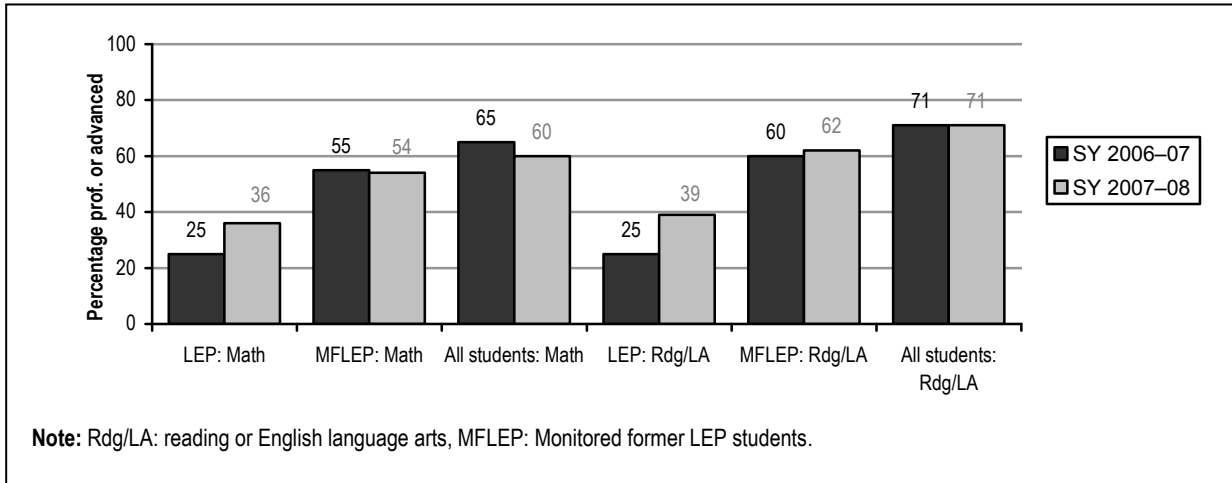
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



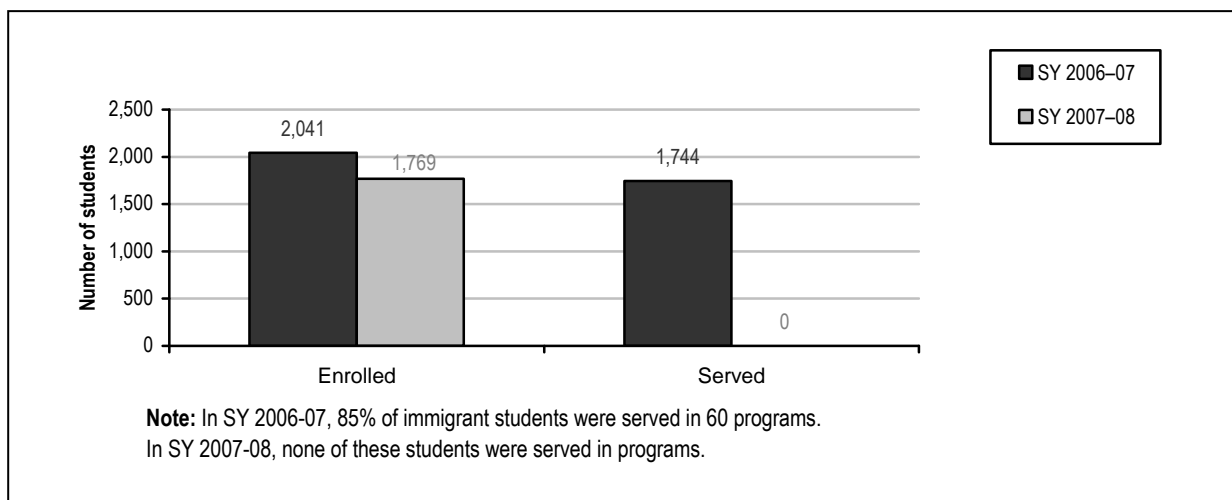
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Bosnian	Portuguese	Vietnamese	Arabic
	1,590	253	174	140	136
SY 2007–08	Spanish	Portuguese	Bosnian	Arabic	Vietnamese
	2,008	217	214	204	197

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08



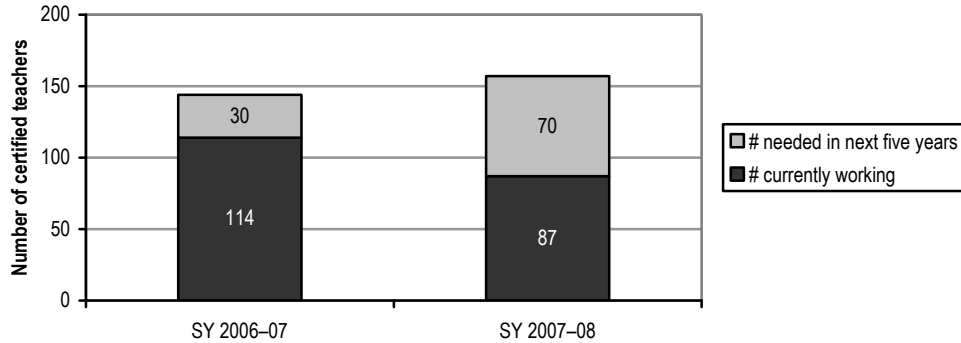
Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
		Two-way immersion		✓	Structured English immersion
		Transitional bilingual	✓		Sheltered English instruction
		Dual language			Specially Designed Academic Instruction in English (SDAIE)
		Developmental bilingual	✓	✓	Content-based ESL
		Heritage language	✓	✓	Pull-out ESL

Note: The state reported that none of its subgrantees used LIEPs that focused on English and another language in either year of this report.

Education Staff Information

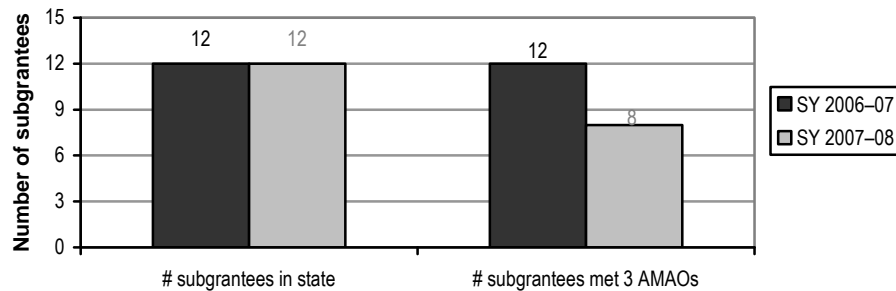
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, none of the subgrantees met all three AMAOs.
In SY 2007–08, 67% met all three AMAOs.

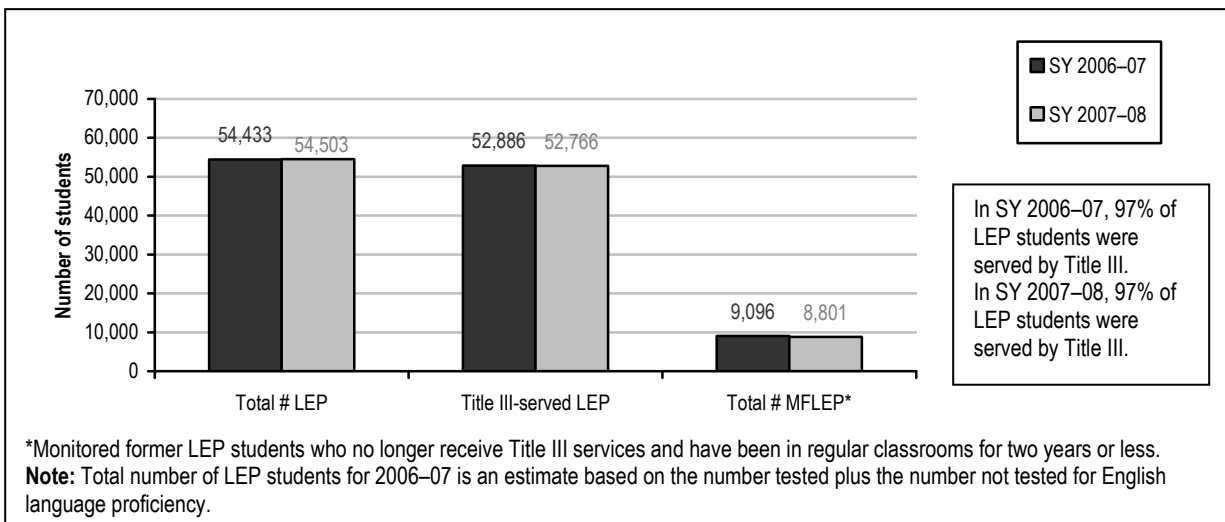
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$823,886**; in SY 2007–08, funding was **\$775,571**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs in either SY 2006–07 or 2007–08.

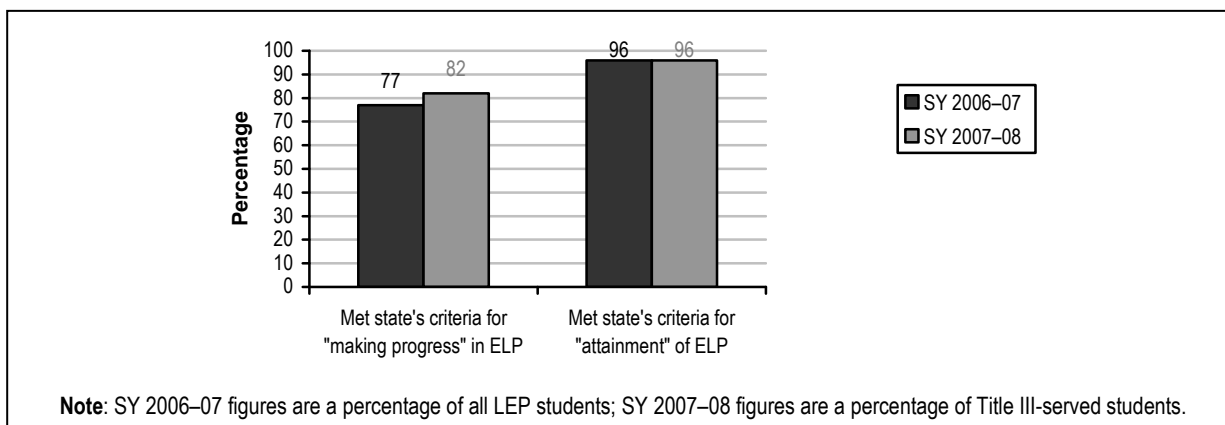
New Jersey

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



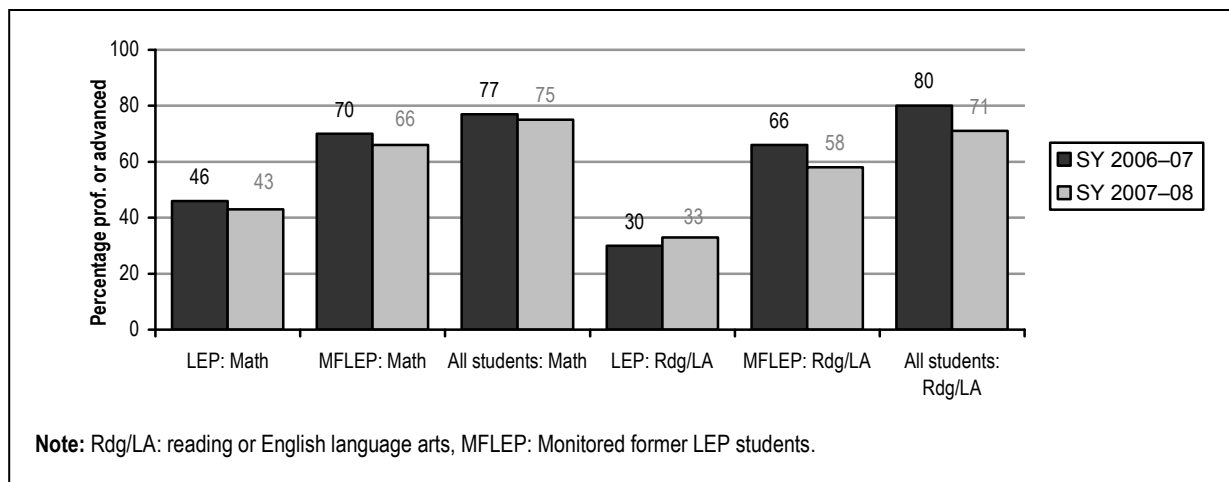
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



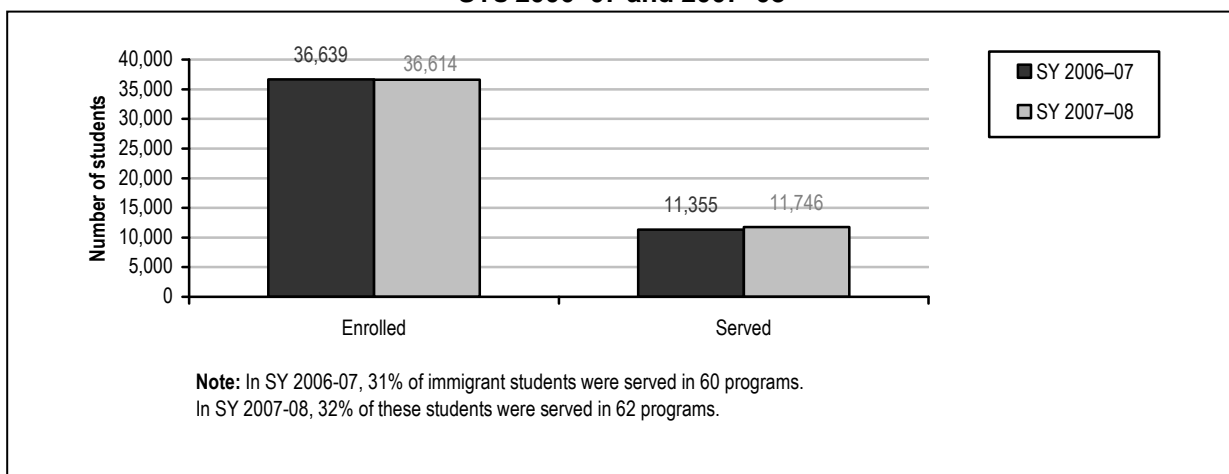
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Korean	Arabic	Portuguese	Gujarati
	42,818	1,611	1,516	1,444	1,083
SY 2007–08	Spanish	Korean	Arabic	Portuguese	Gujarati
	42,367	1,550	1,439	1,288	1,072

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08

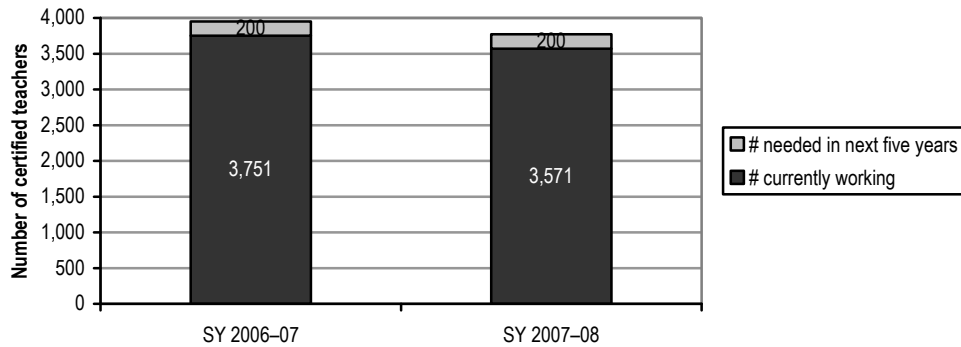


Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
✓	✓	Two-way immersion	✓	✓	Structured English immersion
✓	✓	Transitional bilingual	✓	✓	Sheltered English instruction
✓	✓	Dual language		✓	Specially Designed Academic Instruction in English (SDAIE)
✓	✓	Developmental bilingual	✓	✓	Content-based ESL
✓	✓	Heritage language	✓	✓	Pull-out ESL

Education Staff Information

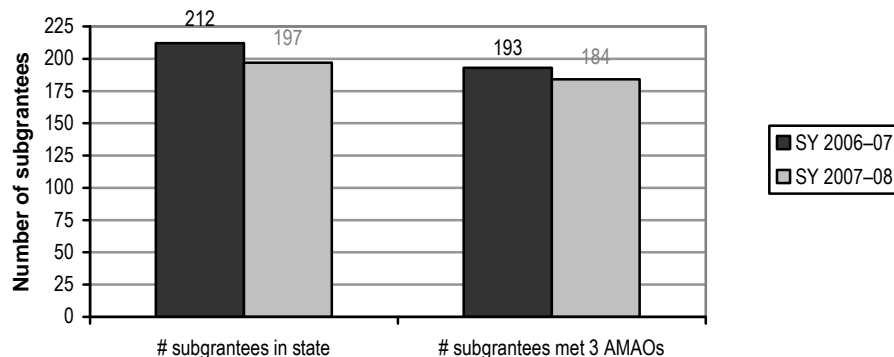
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, 91% of subgrantees met all three AMAOs.
In SY 2007–08, 93% met all three AMAOs.

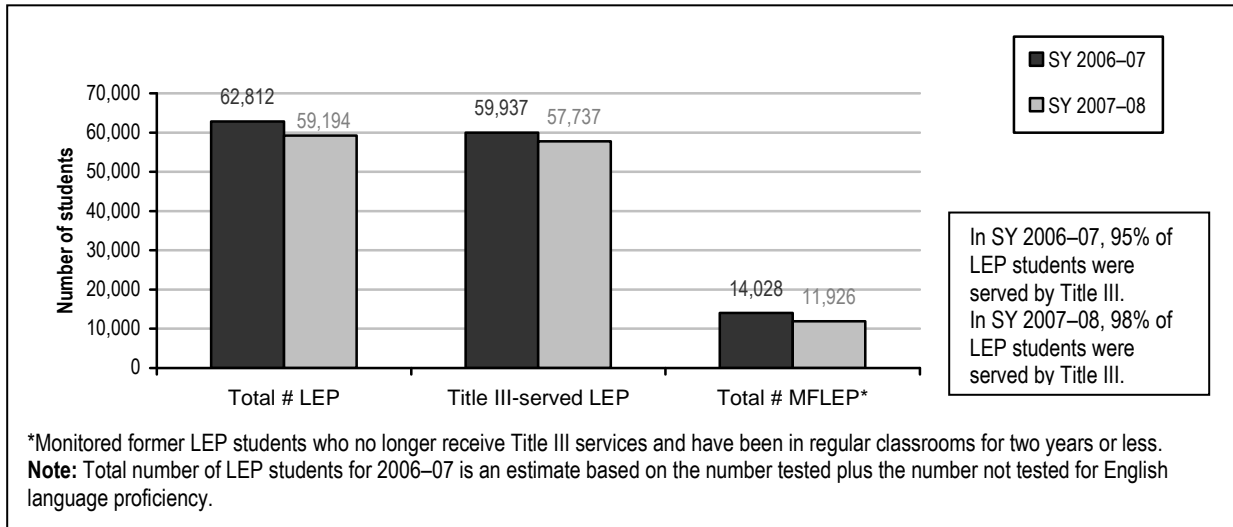
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$16,783,993**; in SY 2007–08, funding was **\$18,309,686**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it met all three AMAOs for SYs 2006–07 and 2007–08.

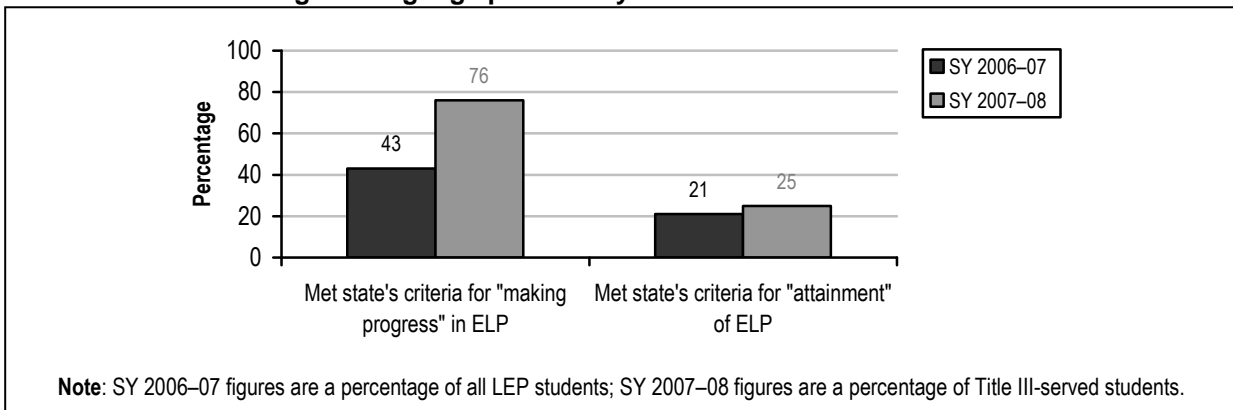
New Mexico

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



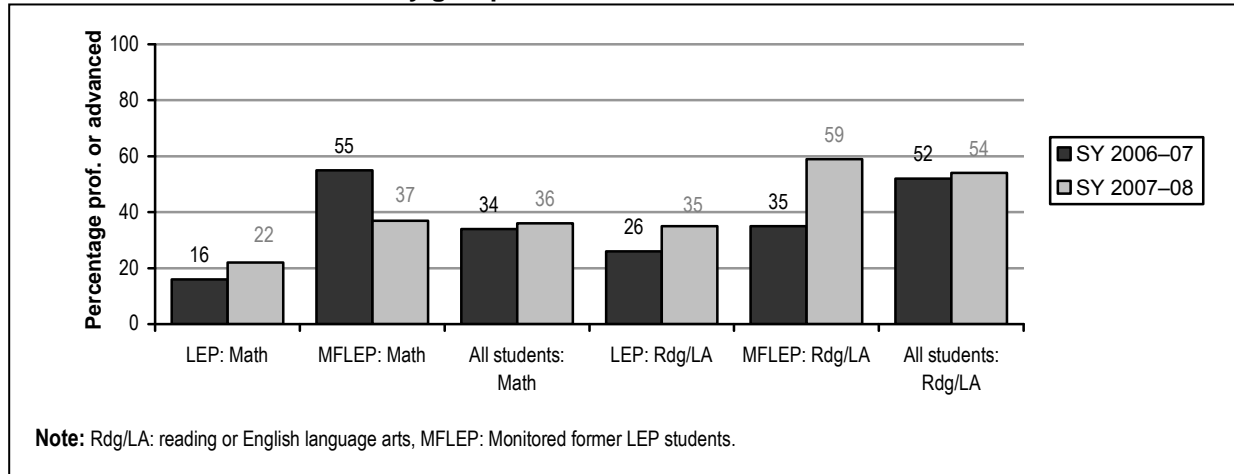
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



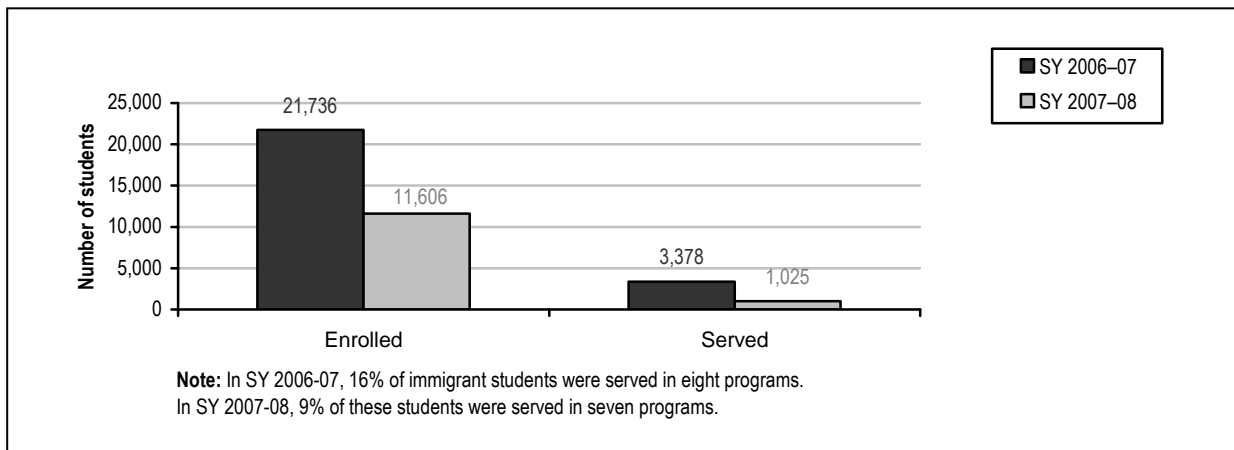
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Navajo	Keres	Zuni	Vietnamese
	36,713	8,559	972	721	238
SY 2007–08	Spanish	Navajo	Zuni	Keres	Vietnamese
	35,107	4,225	1,353	868	225

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08



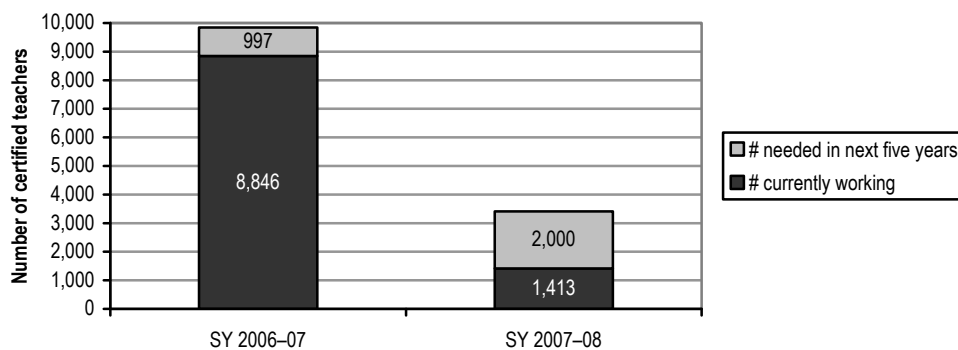
Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

LIEPs that use English and another language		LIEPs that use only English	
✓	Two-way immersion	✓	Structured English immersion
✓	Transitional bilingual	✓	Sheltered English instruction
✓	Dual language	✓	Specially Designed Academic Instruction in English (SDAIE)
✓	Developmental bilingual	✓	Content-based ESL
✓	Heritage language	✓	Pull-out ESL

Note: The state's subgrantees used all types of LIEPs during both years of this report.

Education Staff Information

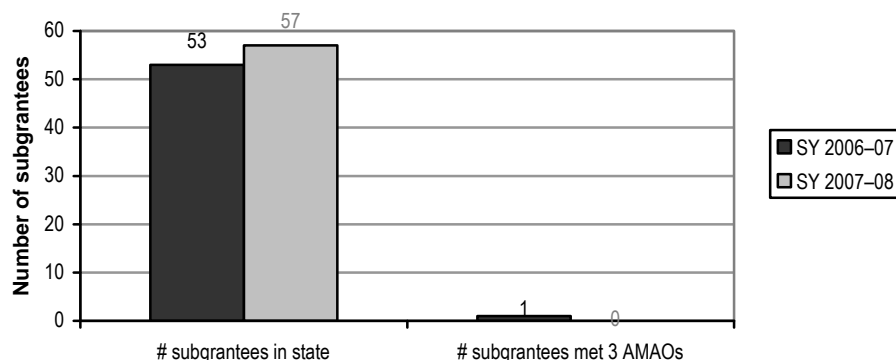
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, 2% of subgrantees met all three AMAOs.
In SY 2007–08, no subgrantee met all three AMAOs.

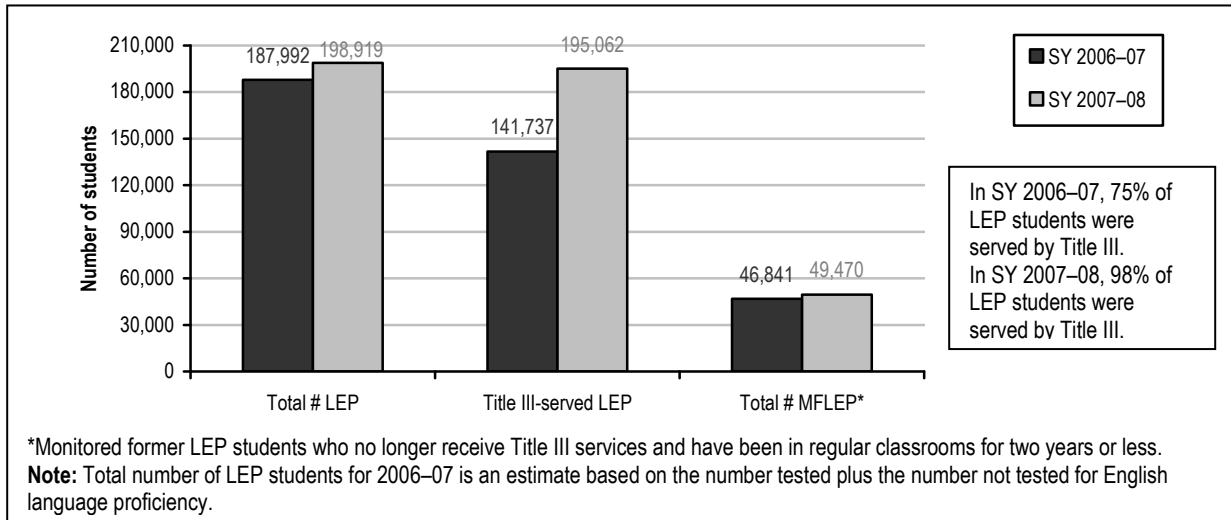
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$4,051,960**; in SY 2007–08, funding was **\$4,361,669**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs in either SY 2006–07 or 2007–08.

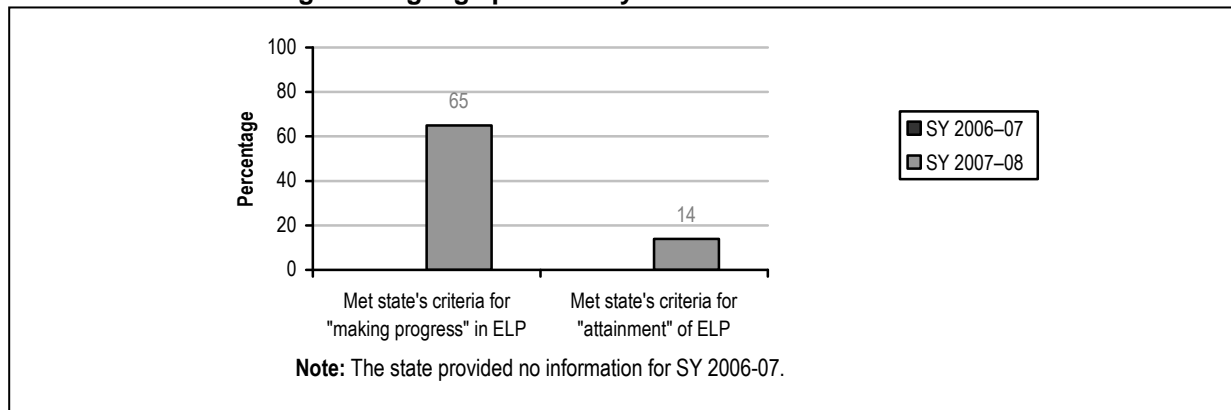
New York

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



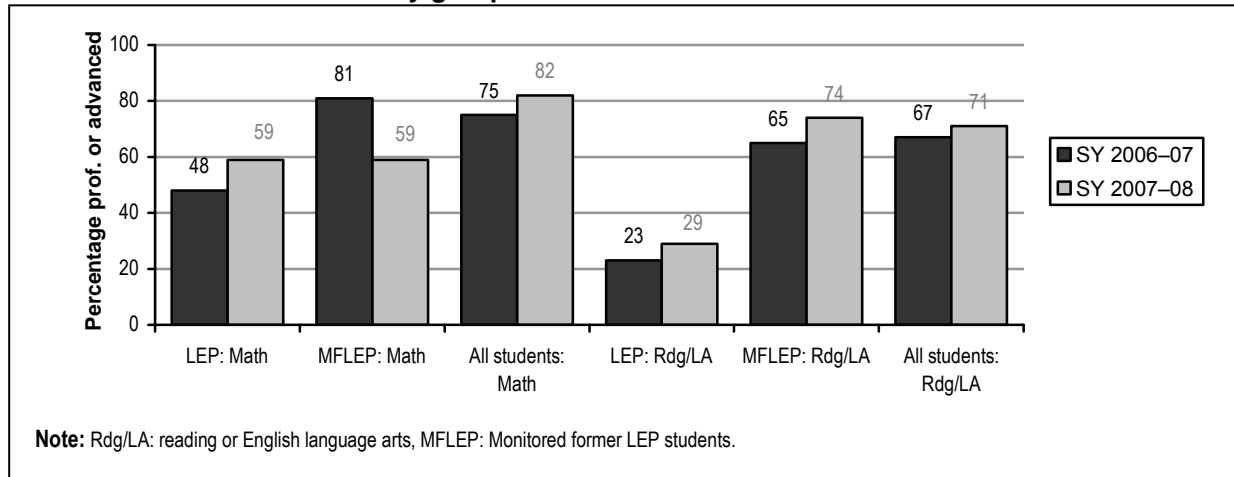
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



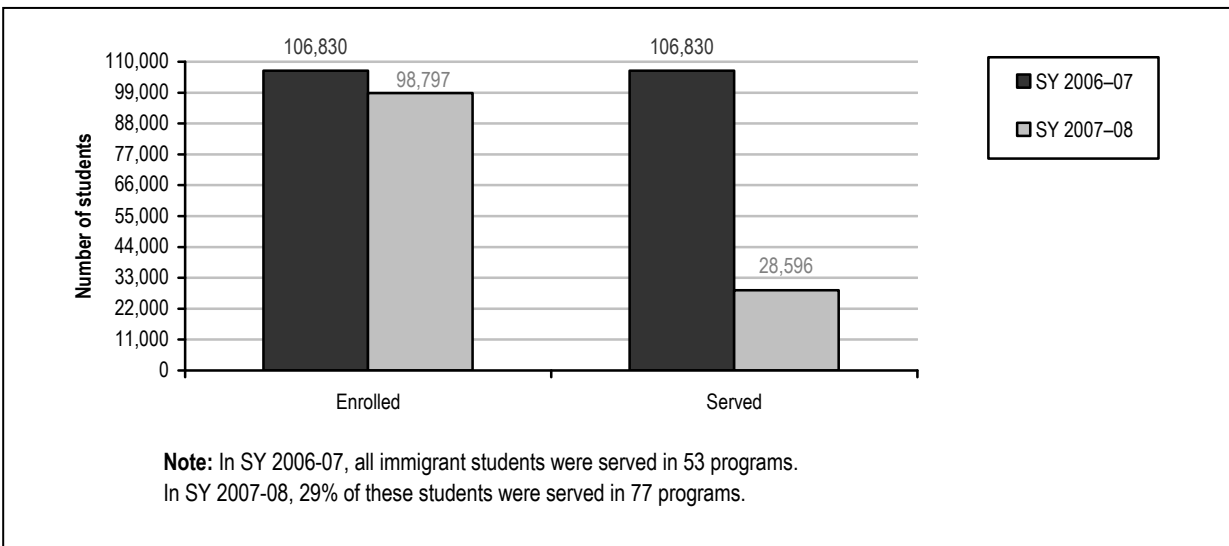
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Chinese	Arabic	Bengali	Russian
	119,383	4,980	4,296	4,014	3,348
SY 2007–08	Spanish	Chinese	Arabic	Bengali	Haitian Creole
	143,633	6,299	5,507	4,656	3,997

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08



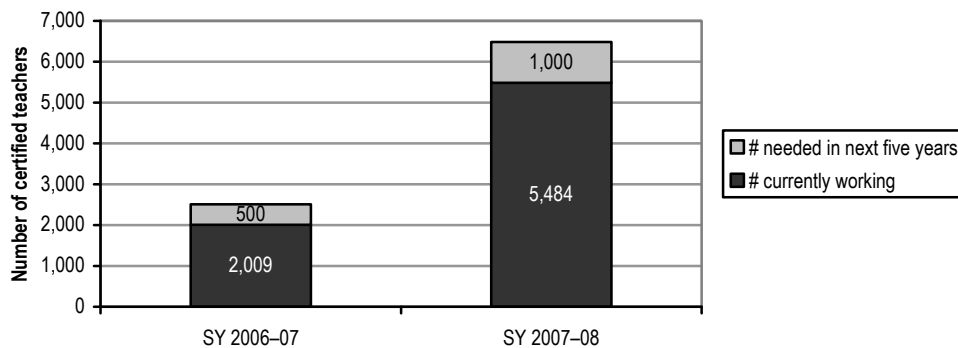
Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

LIEPs that use English and another language		LIEPs that use only English	
✓	Two-way immersion	✓	Structured English immersion
✓	Transitional bilingual	✓	Sheltered English instruction
✓	Dual language	✓	Specially Designed Academic Instruction in English (SDAIE)
	Developmental bilingual	✓	Content-based ESL
✓	Heritage language	✓	Pull-out ESL

Note: The state's subgrantees used the same LIEPs during both years of this report.

Education Staff Information

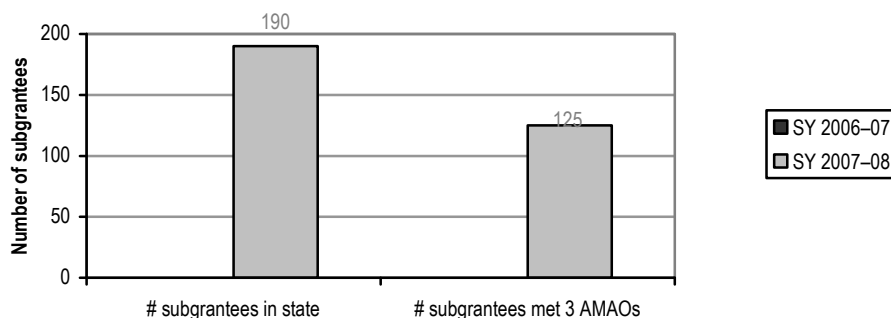
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, the state did not provide information on the subgrantees. In SY 2007–08, 66% of subgrantees met all three AMAOs.

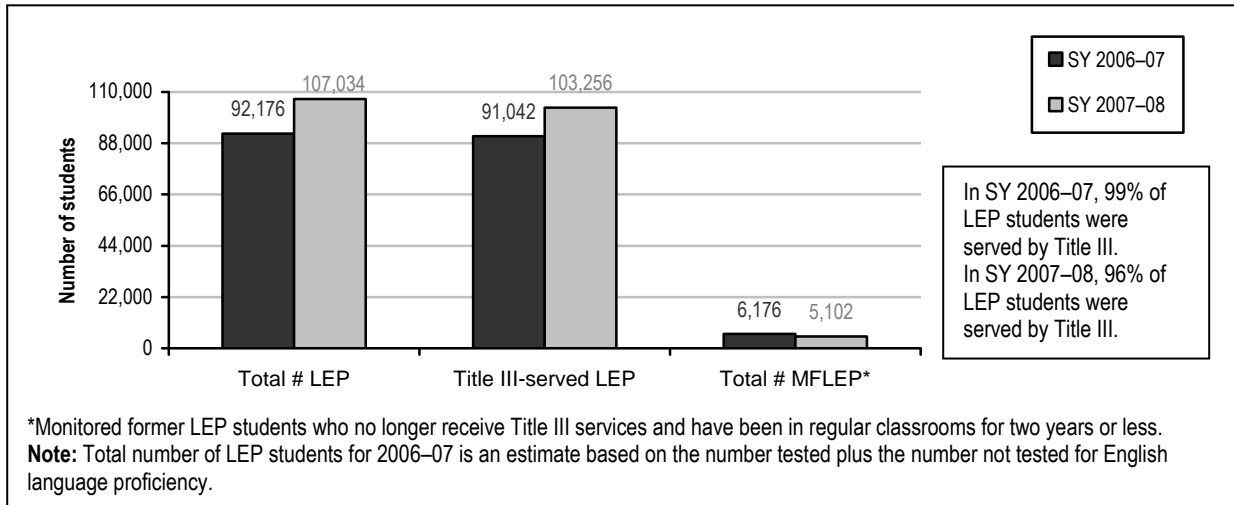
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$53,526,957**; in SY 2007–08, funding was **\$44,939,836**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state did not report state or subgrantee AMAO information in SY 2006–07; in SY 2007–08, the state met all three AMAOs.

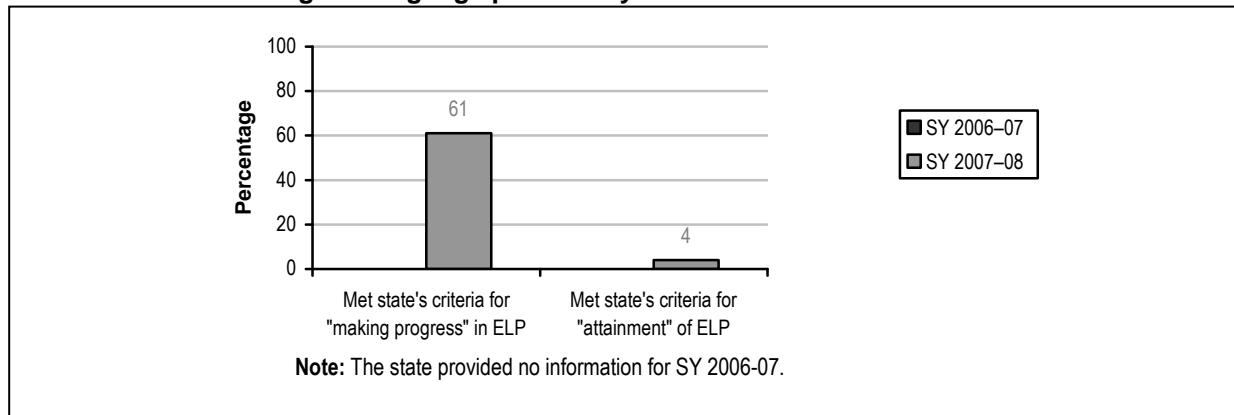
North Carolina

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



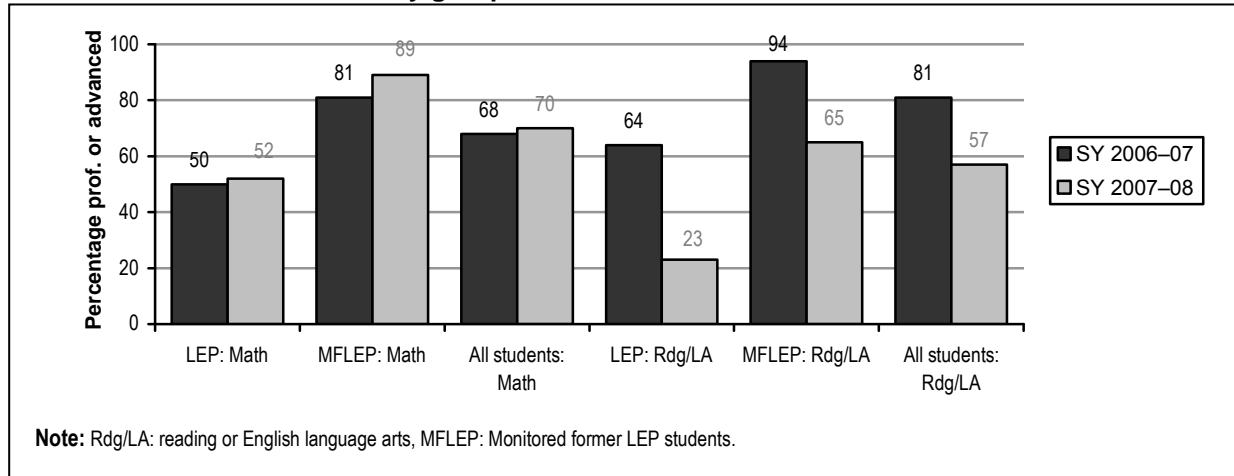
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



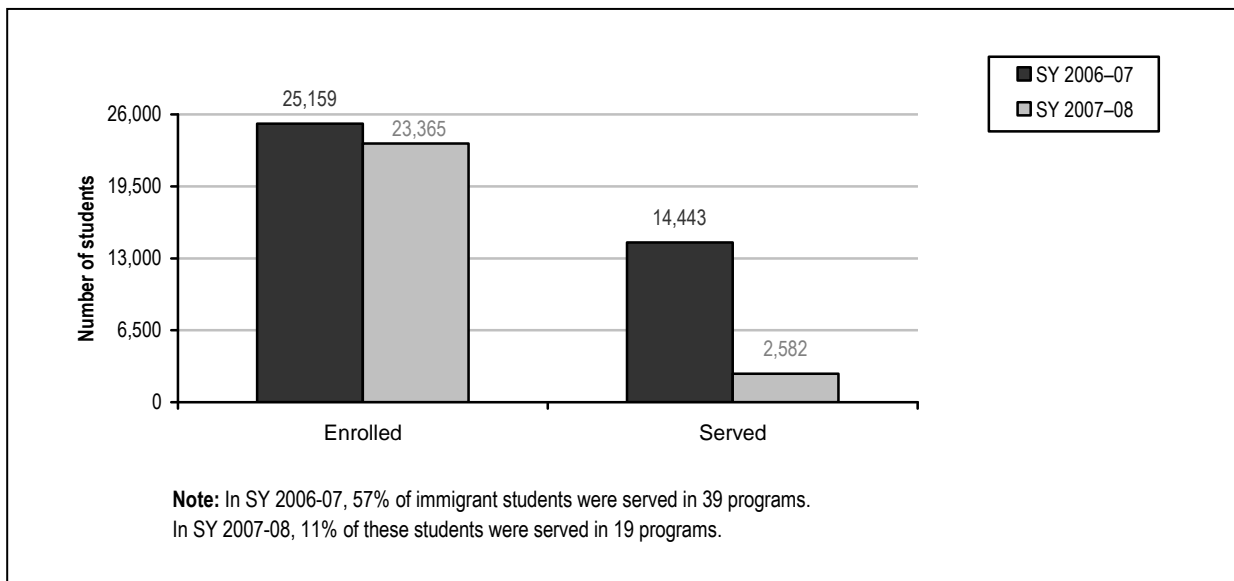
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Hmong/Hmong-Mien/Hmongie/Chang	Vietnamese	Arabic/Egyptian/Lebanese	French
	73,002	2,390	1,566	1,145	859
SY 2007–08	Spanish	Hmong	Vietnamese	Arabic/Egyptian	Korean
	95,167	2,549	1,841	1,675	1,225

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08

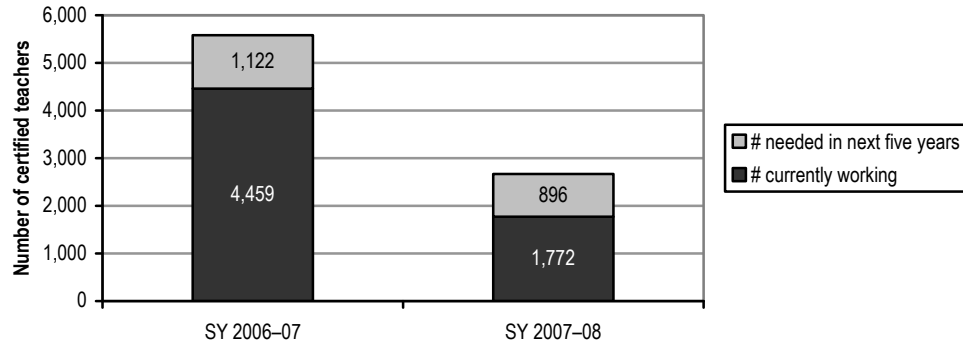


Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
✓		Two-way immersion			Structured English immersion
✓	✓	Transitional bilingual	✓	✓	Sheltered English instruction
✓	✓	Dual language			Specially Designed Academic Instruction in English (SDAIE)
✓		Developmental bilingual	✓	✓	Content-based ESL
✓	✓	Heritage language	✓	✓	Pull-out ESL

Education Staff Information

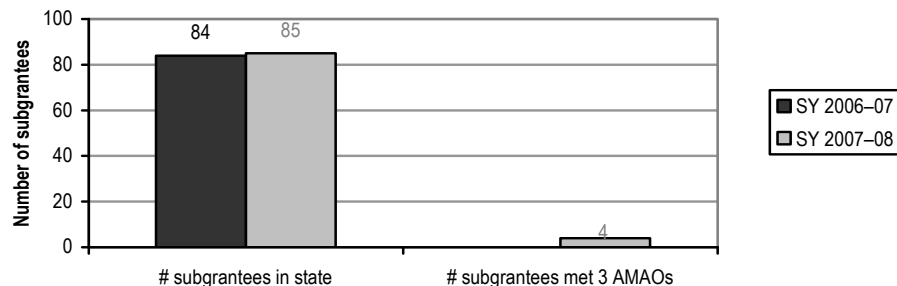
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, the state did not provide information on the number of subgrantees meeting all three AMAOs. In SY 2007–08, 5% of subgrantees met all three AMAOs.

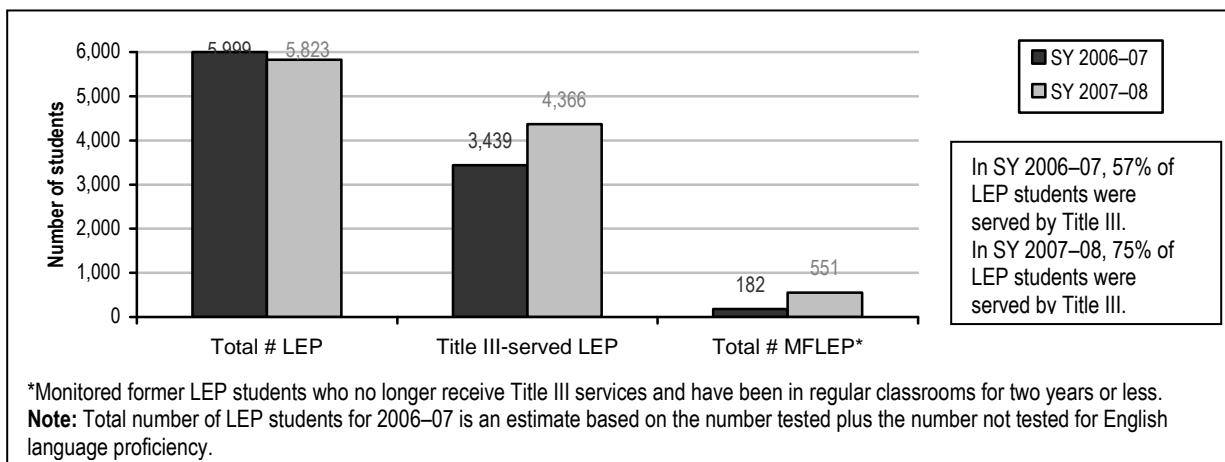
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$12,582,872**; in SY 2007–08, funding was **\$12,318,021**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs in either SY 2006–07 or 2007–08.

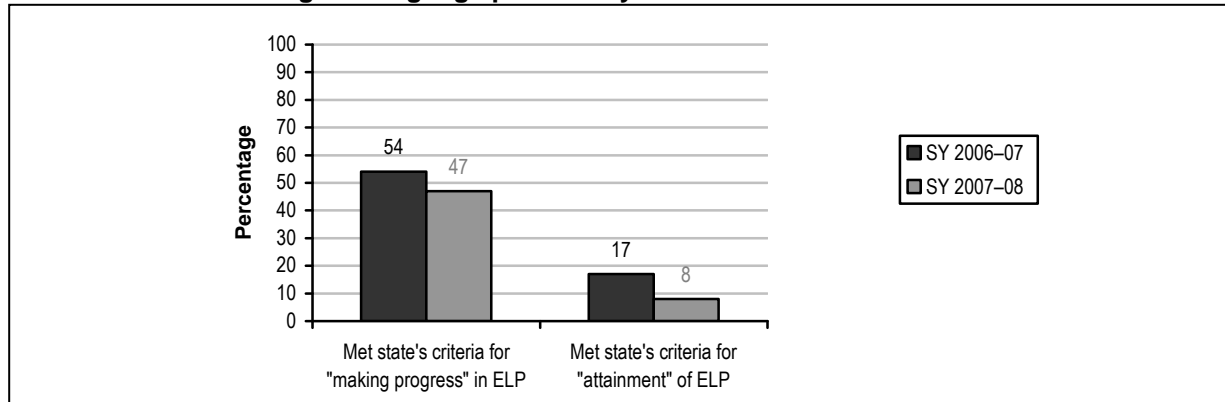
North Dakota

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



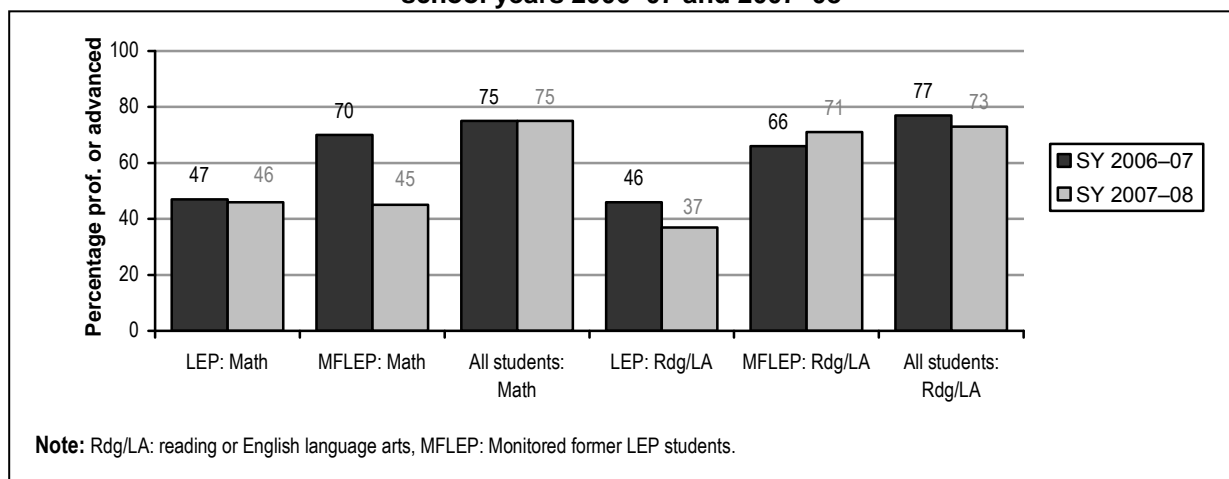
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



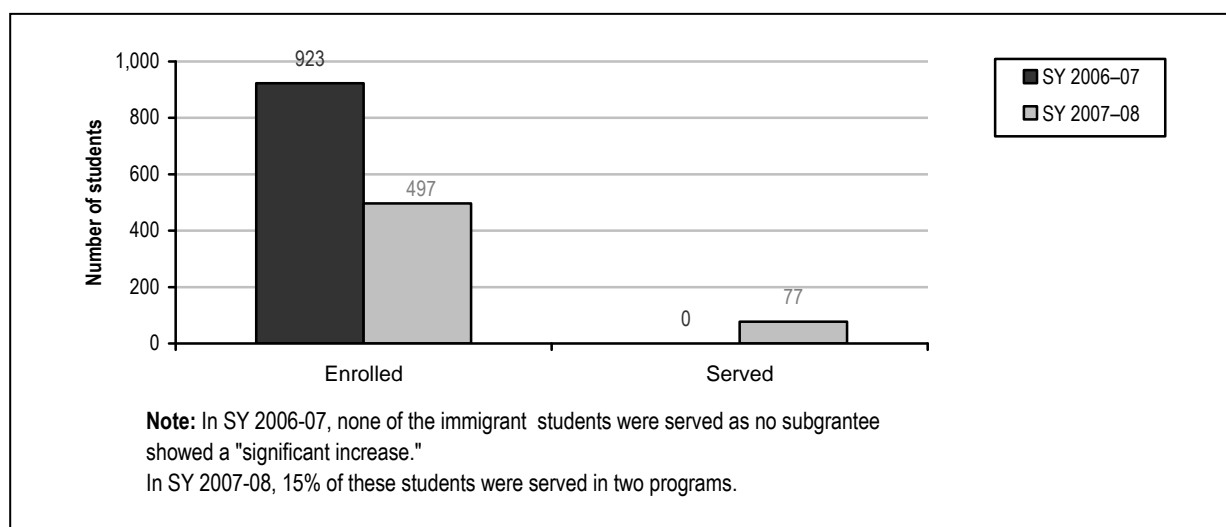
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Ojibwa	"Other" languages	Spanish	Bosnian	North American Indian
	1,672	584	501	216	214
SY 2007–08	Ojibwa	Spanish	Dakota/Lakota	North American Indian	Bosnian
	1,755	855	694	534	292

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, school years 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08



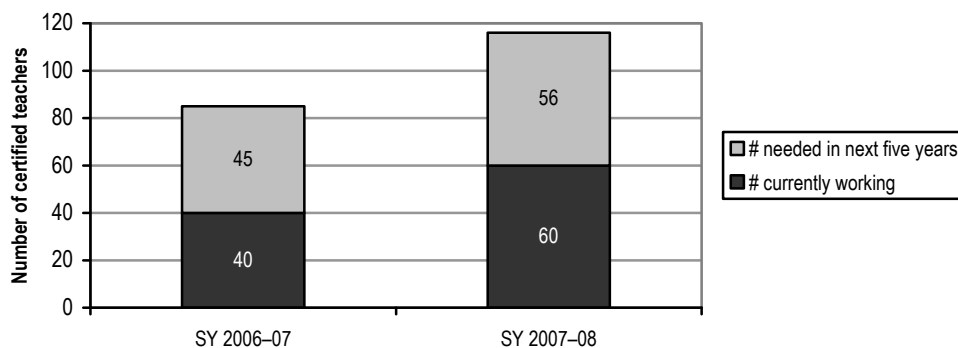
Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

LIEPs that use English and another language		LIEPs that use only English	
	Two-way immersion	✓	Structured English immersion
	Transitional bilingual	✓	Sheltered English instruction
	Dual language	✓	Specially Designed Academic Instruction in English (SDAIE)
	Developmental bilingual	✓	Content-based ESL
✓	Heritage language	✓	Pull-out ESL

Note: The state's subgrantees used the same LIEPs during both years of this report.

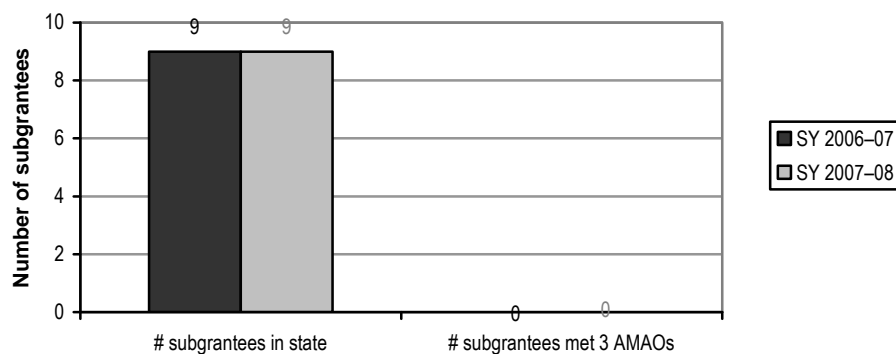
Education Staff Information

Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: No subgrantee met all three AMAOs in either SY 2006–07 or SY 2007–08.

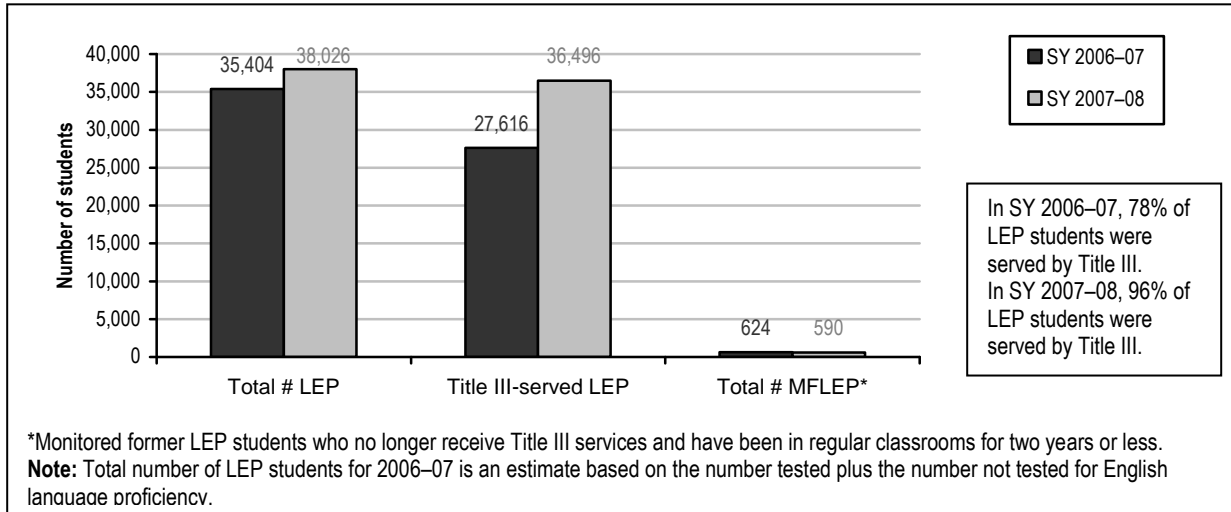
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$500,000**; in SY 2007–08, funding was **\$500,000**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs in either SY 2006–07 or 2007–08.

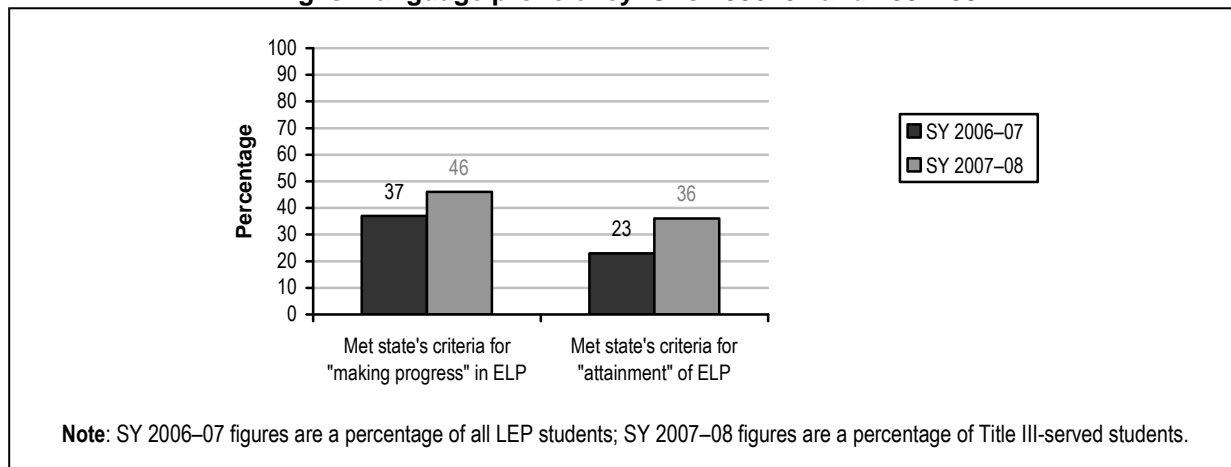
Ohio

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



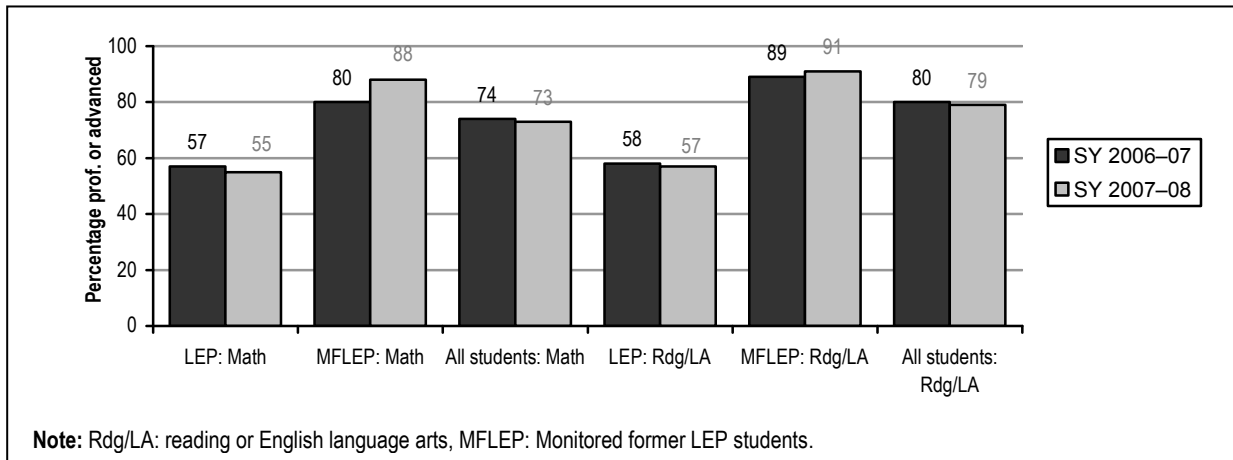
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



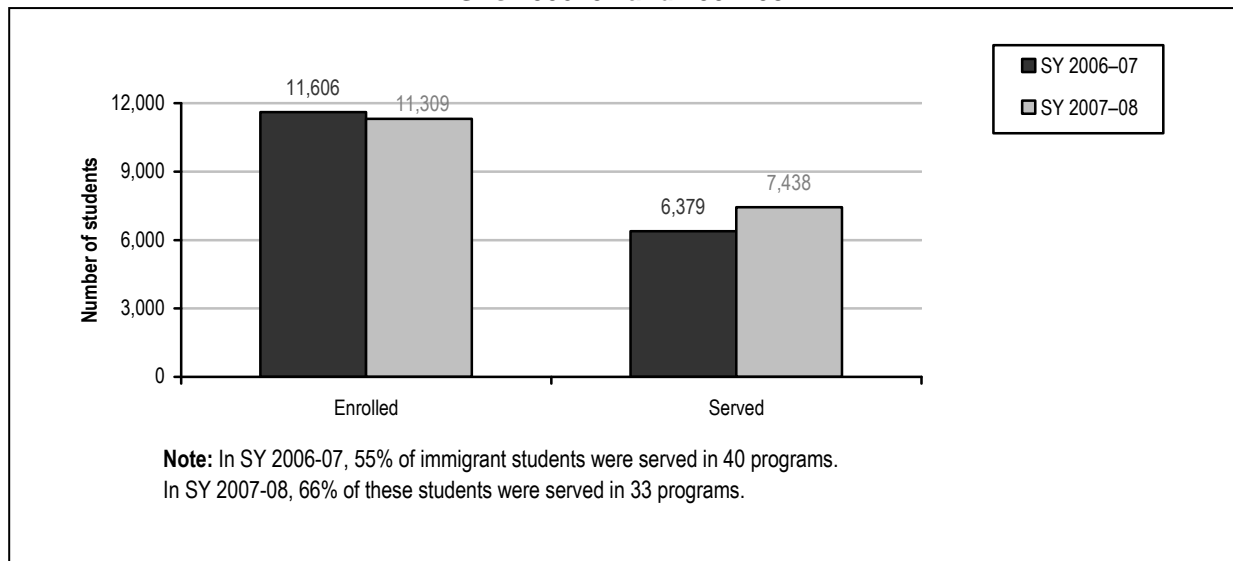
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Somali	Arabic	Japanese	German
	14,155	3,484	1,960	1,043	980
SY 2007–08	Spanish	Other	Somali	Arabic	German
	16,224	8,677	3,647	2,141	1,622

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08



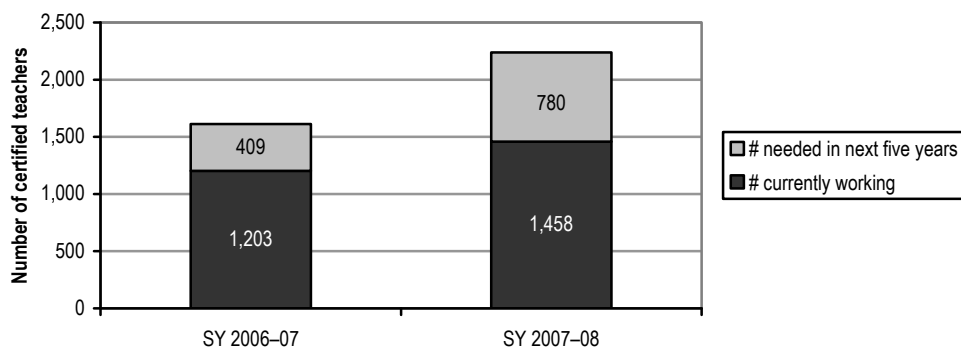
Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

LIEPs that use English and another language		LIEPs that use only English	
✓	Two-way immersion	✓	Structured English immersion
✓	Transitional bilingual	✓	Sheltered English instruction
✓	Dual language	✓	Specially Designed Academic Instruction in English (SDAIE)
✓	Developmental bilingual	✓	Content-based ESL
✓	Heritage language	✓	Pull-out ESL

Note: The state's subgrantees used all of the LIEPs in both years of this report.

Education Staff Information

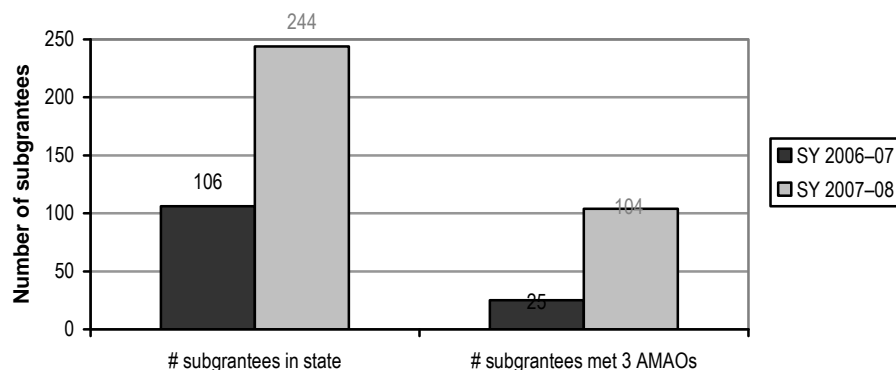
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, 24% of subgrantees met all three AMAOs.
In SY 2007–08, 43% of subgrantees met all three AMAOs.

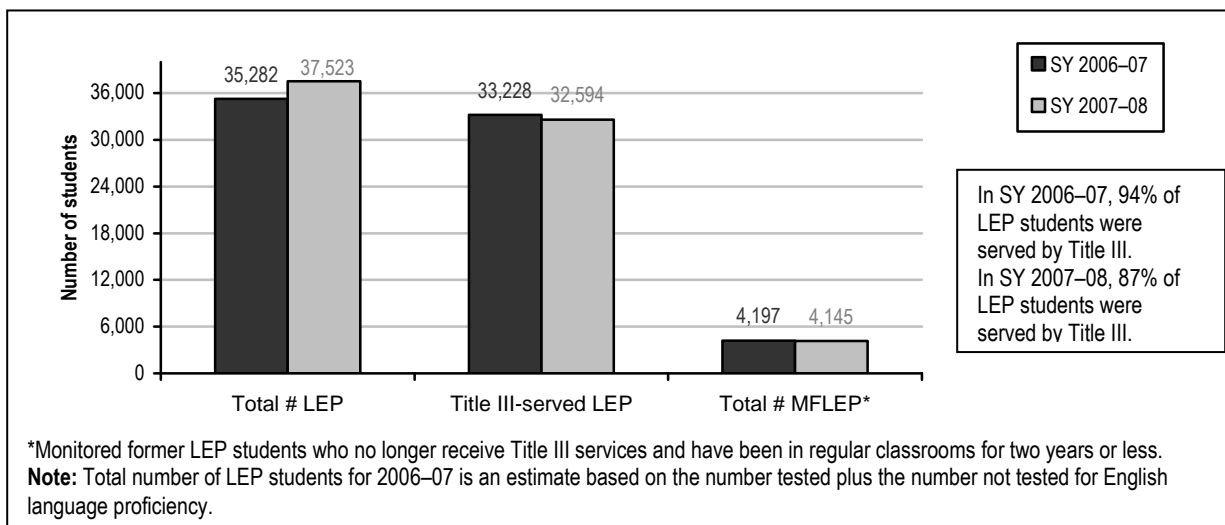
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$8,027,863**; in SY 2007–08, funding was **\$7,723,735**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs in either SY 2006–07 or 2007–08.

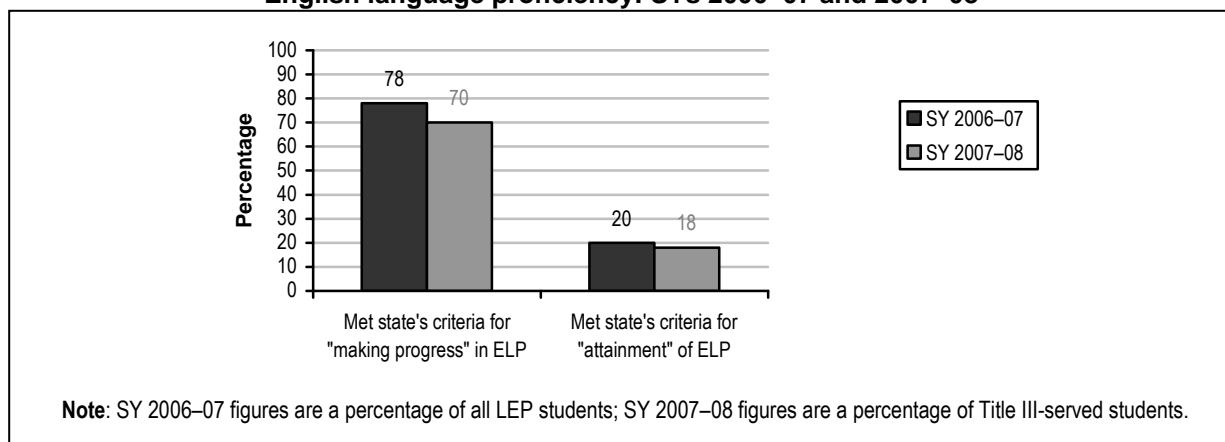
Oklahoma

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



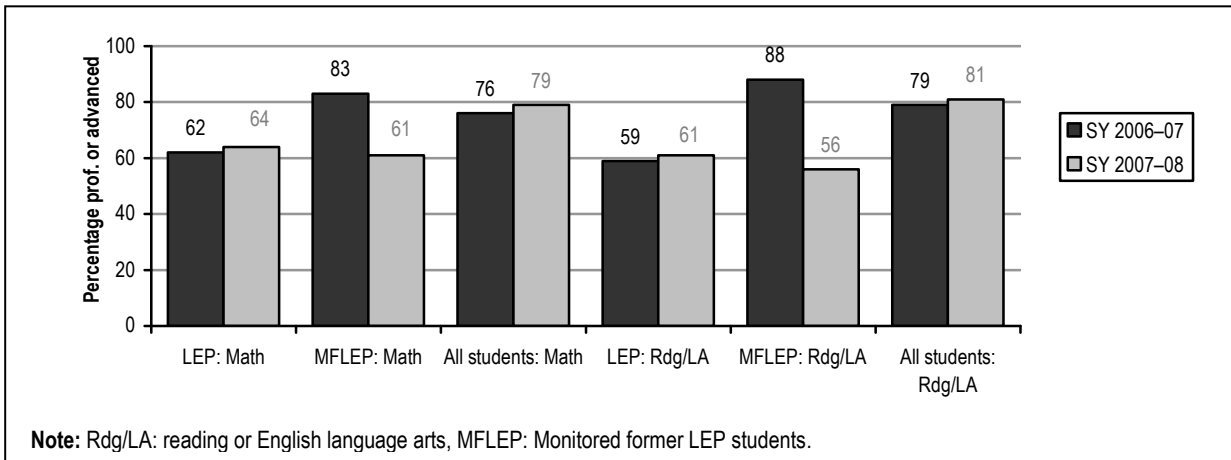
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



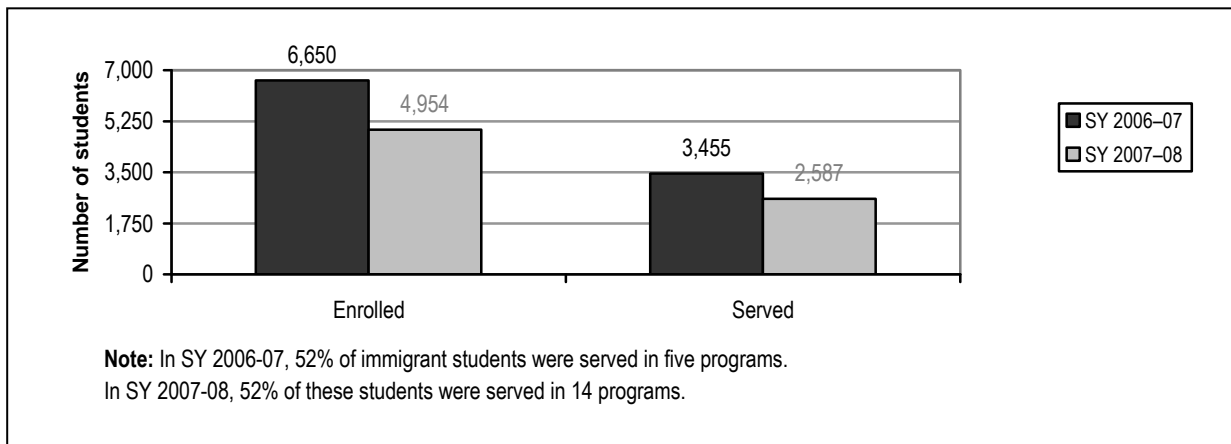
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Cherokee	Vietnamese	Hmong	Chinese
	31,252	1,589	1,024	434	368
SY 2007–08	Spanish	Cherokee	Vietnamese	Hmong	Korean
	31,059	1,337	969	629	296

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08



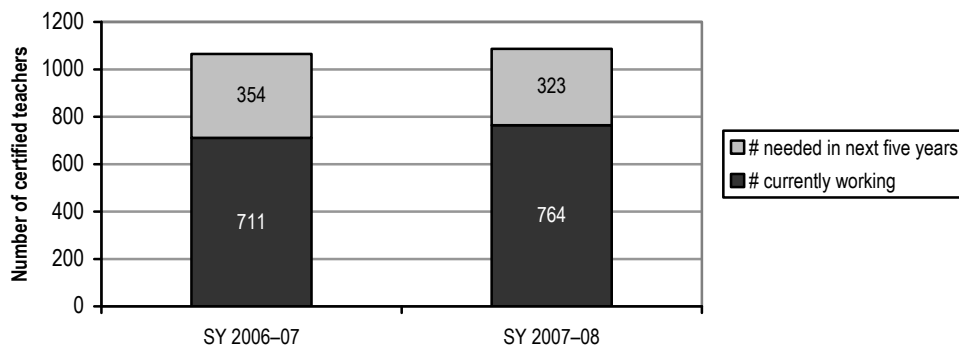
Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

LIEPs that use English and another language		LIEPs that use only English	
✓	Two-way immersion	✓	Structured English immersion
✓	Transitional bilingual	✓	Sheltered English instruction
✓	Dual language		Specially Designed Academic Instruction in English (SDAIE)
✓	Developmental bilingual	✓	Content-based ESL
✓	Heritage language	✓	Pull-out ESL

Note: The state's subgrantees used the same LIEPs in both years of this report.

Education Staff Information

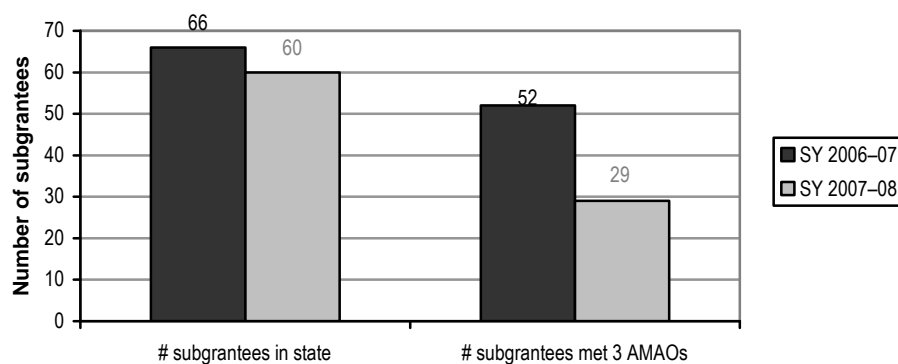
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, 79% of subgrantees met all three AMAOs.
In SY 2007–08, 48% of subgrantees met all three AMAOs.

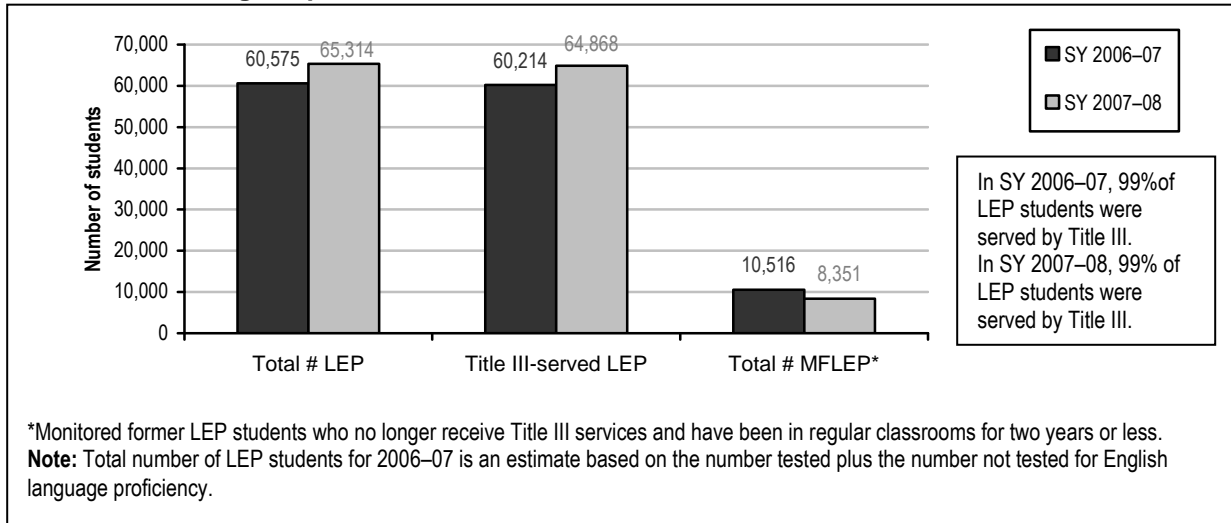
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$3,843,474**; in SY 2007–08, funding was **\$3,391,829**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it met all three AMAOs in SY 2006–07, but not in SY 2007–08.

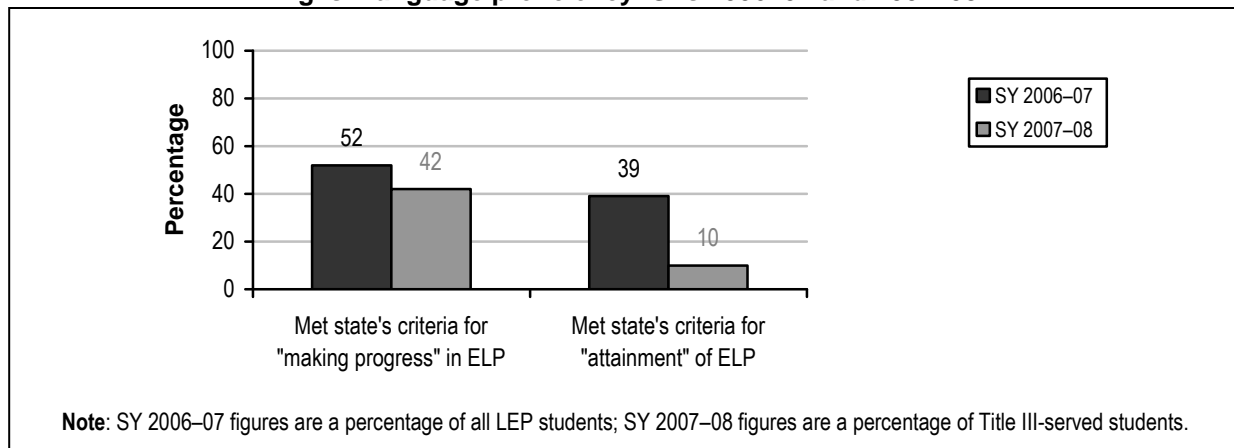
Oregon

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



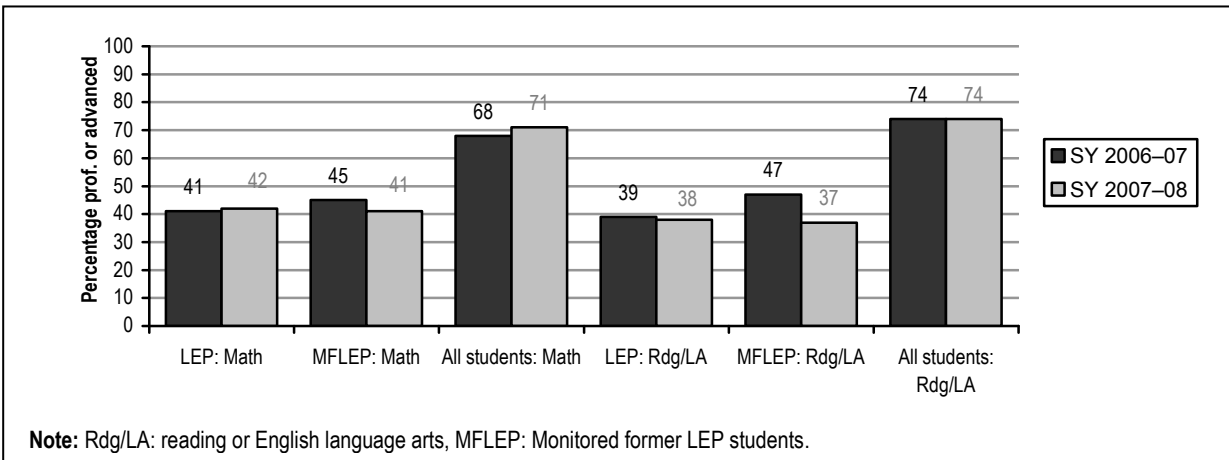
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



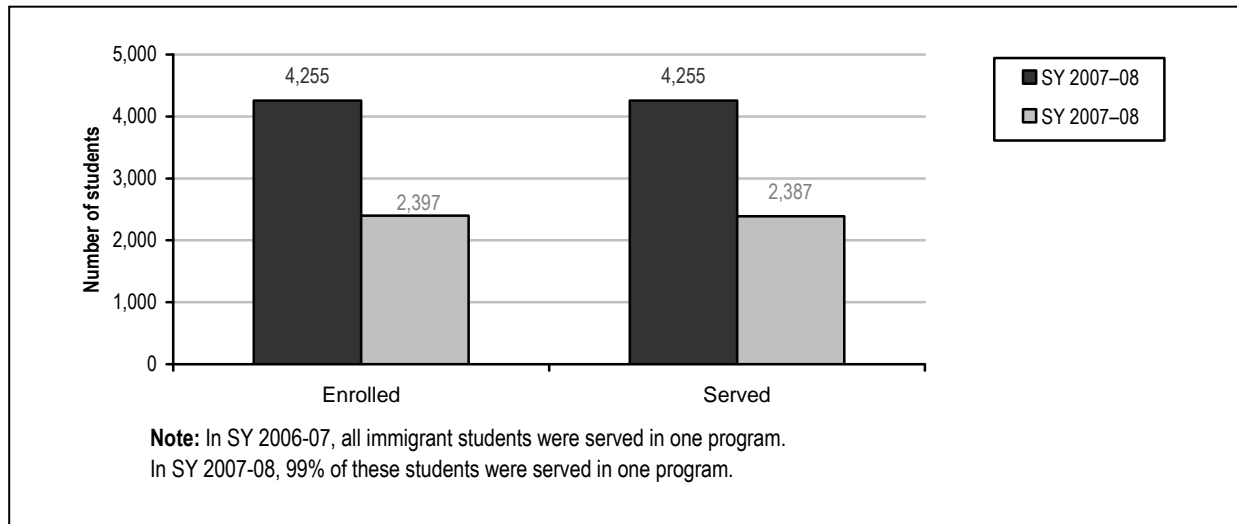
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Russian	Vietnamese	Ukrainian	Korean
	50,850	3,236	1,850	905	678
SY 2007–08	Spanish	Russian	Vietnamese	Fante or Fanti (Ghana)	Chinese
	50,626	2,729	1,795	1,502	1,099

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08

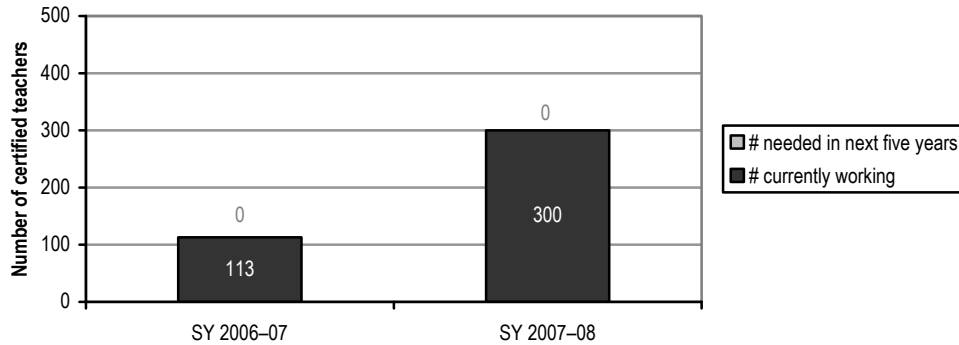


Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2008–09

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
✓	✓	Two-way immersion		✓	Structured English immersion
✓	✓	Transitional bilingual		✓	Sheltered English instruction
✓	✓	Dual language			Specially Designed Academic Instruction in English (SDAIE)
	✓	Developmental bilingual		✓	Content-based ESL
	✓	Heritage language		✓	Pull-out ESL

Education Staff Information

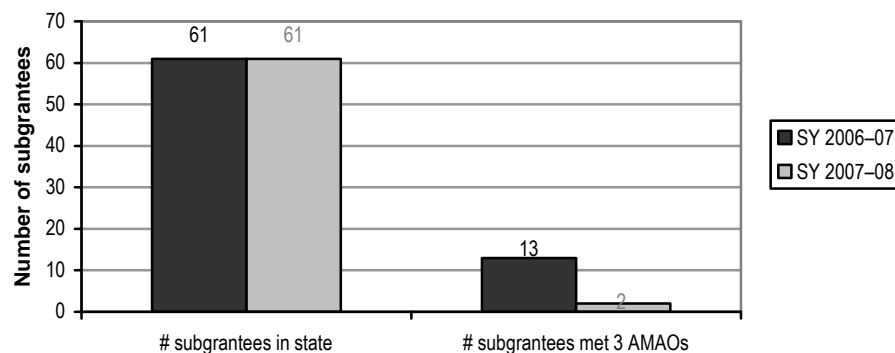
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, 21% of subgrantees met all three AMAOs, in SY 2007–08, 3% of subgrantees met all three AMAOs.

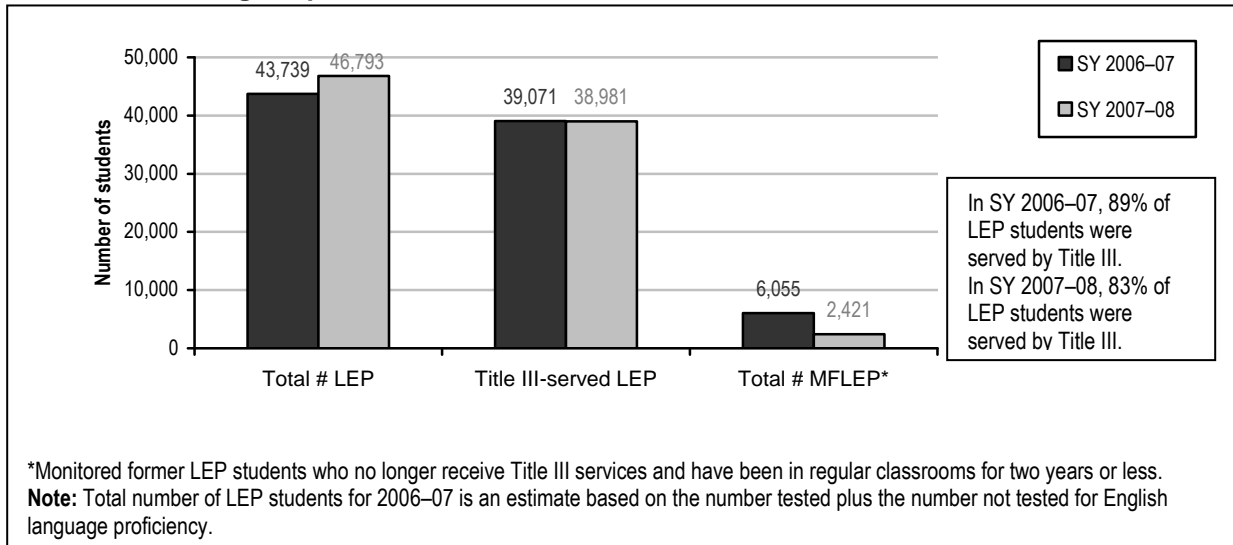
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$6,888,009**; in SY 2007–08, funding was **\$7,672,916**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs in either SY 2006–07 or 2007–08.

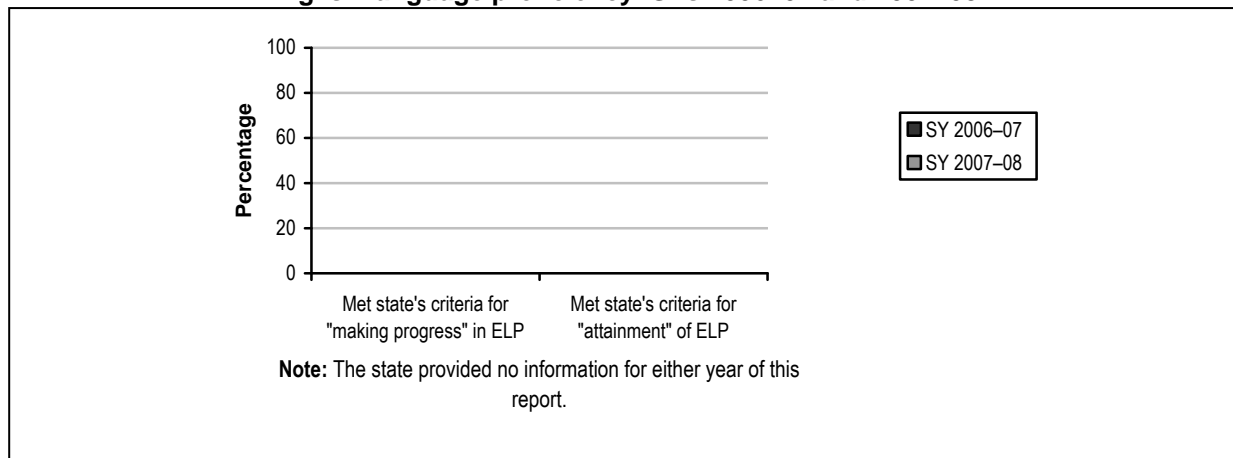
Pennsylvania

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



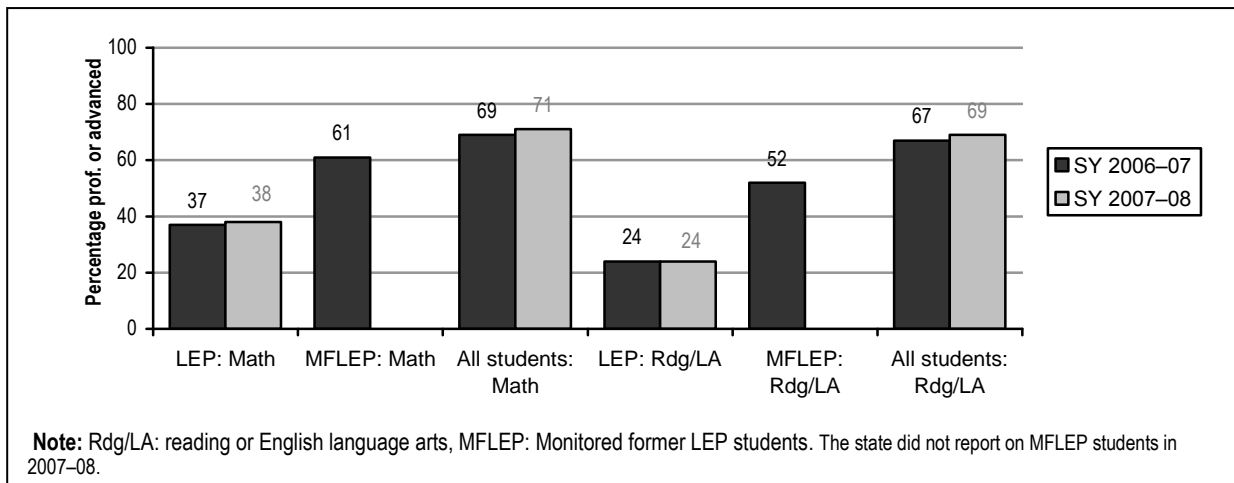
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



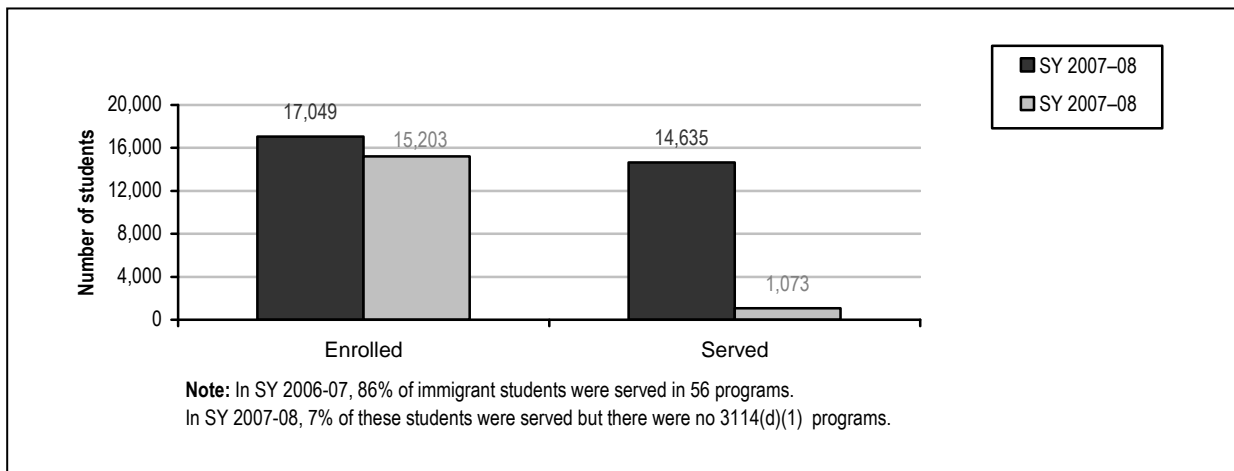
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Russian	Mandarin Chinese	Arabic	Ukrainian
	27,731	1,330	1,194	1,156	1,021
SY 2007–08	Spanish	Vietnamese	Chinese	Russian	Arabic
	26,849	1,474	1,346	1,123	1,089

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08

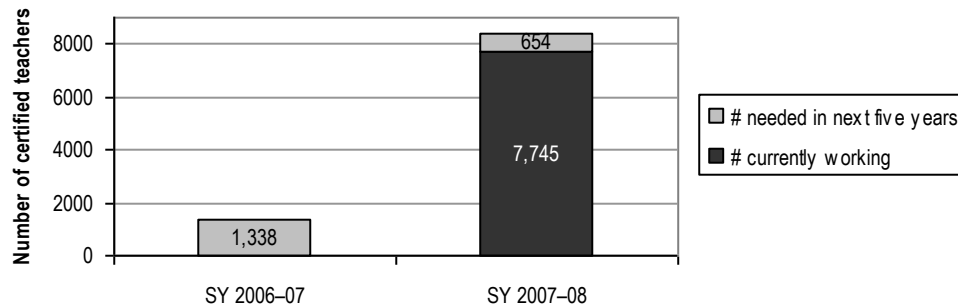


Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
✓	✓	Two-way immersion	✓	✓	Structured English immersion
✓		Transitional bilingual	✓	✓	Sheltered English instruction
✓	✓	Dual language		✓	Specially Designed Academic Instruction in English (SDAIE)
✓	✓	Developmental bilingual	✓	✓	Content-based ESL
✓		Heritage language	✓	✓	Pull-out ESL

Education Staff Information

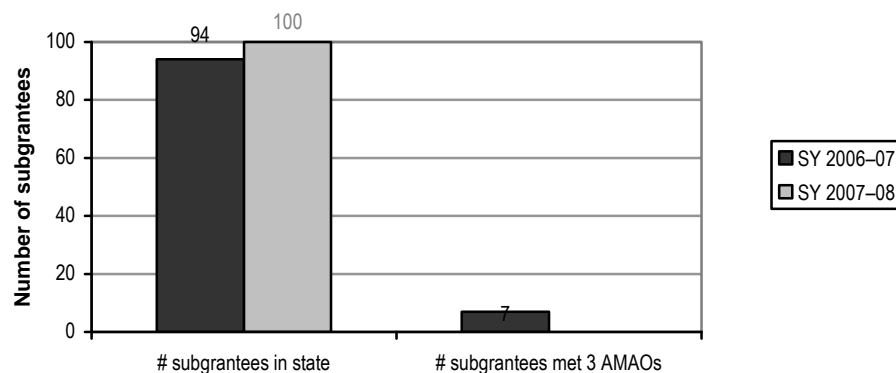
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: Pennsylvania did not collect data on the number of teachers for 2006–07. The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, 9% of subgrantees met all three AMAOs. In SY 2007–08, the state provided no information on AMAOs.

Additional state information:

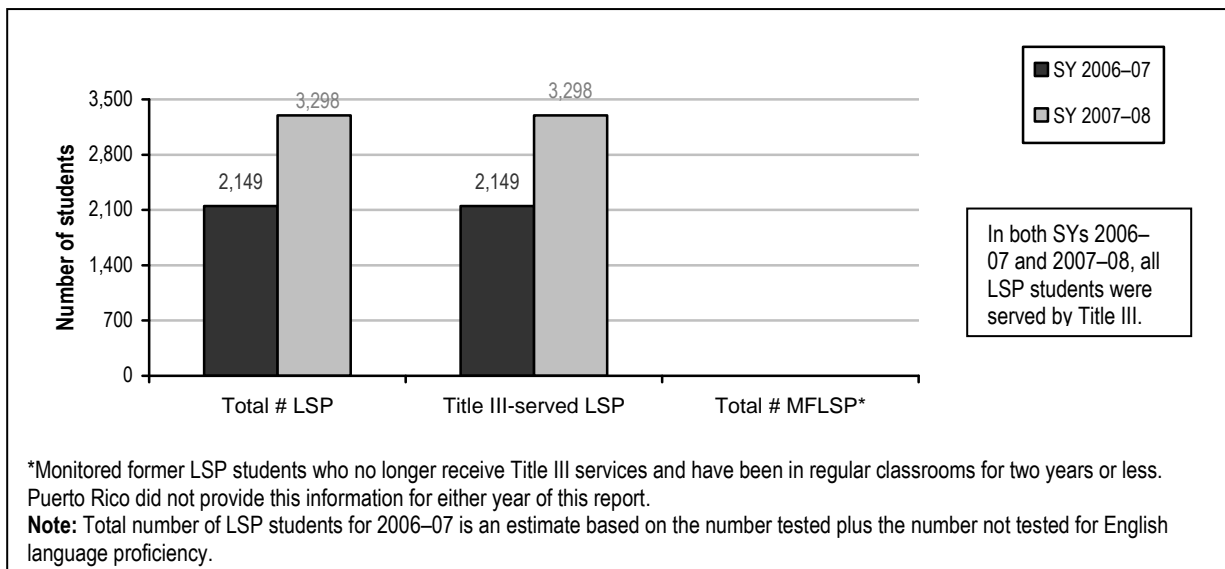
- Title III funding for the state in SY 2006–07 was **\$11,458,626**; in SY 2007–08, funding was **\$11,402,463**.
- In SY 2006–07, five Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years. In SY 2007–08, 10 such programs or activities were terminated.
- The state reported that it did not meet all three AMAOs in either SY 2006–07 or 2007–08.

The Commonwealth of Puerto Rico

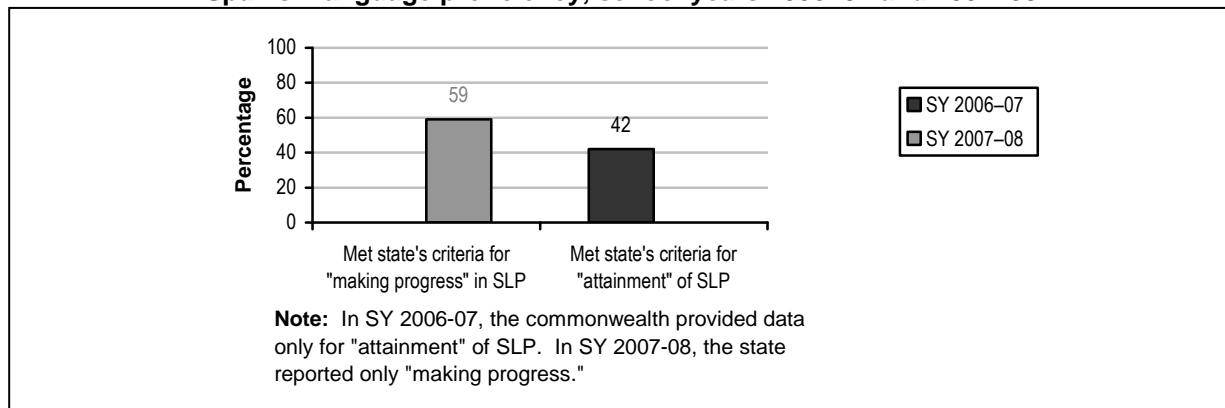
Note: Puerto Rico provides services to limited Spanish proficient (LSP) students

Information on Limited Spanish Proficient Students

Number and percentage of limited Spanish proficient students and monitored former limited Spanish proficient students in the state: SYs 2006–07 and 2007–08



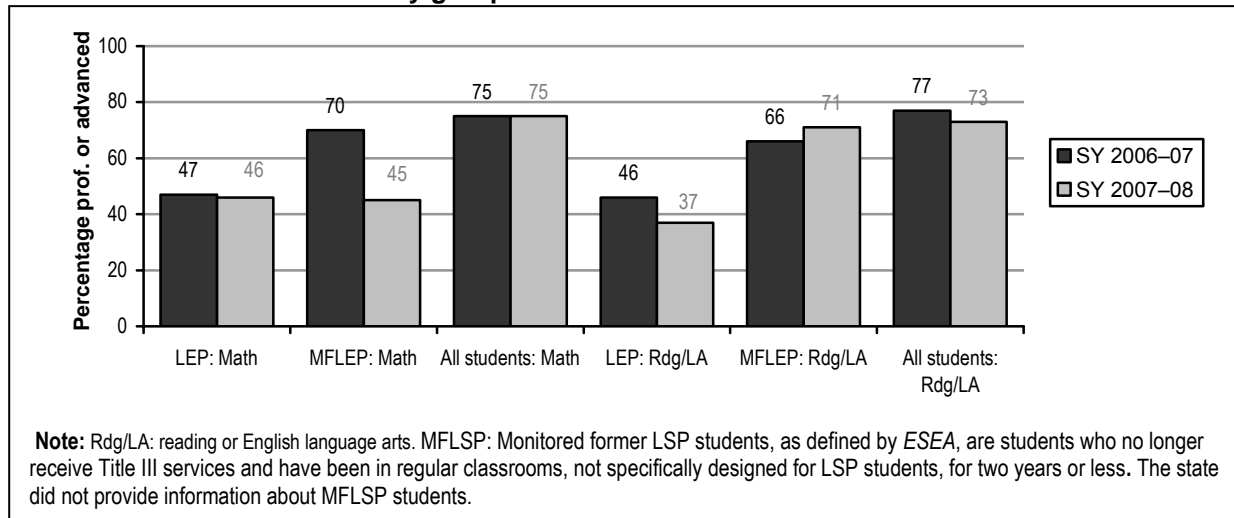
Percentage of students who made progress in Spanish language proficiency and who attained Spanish language proficiency, school years 2006–07 and 2007–08



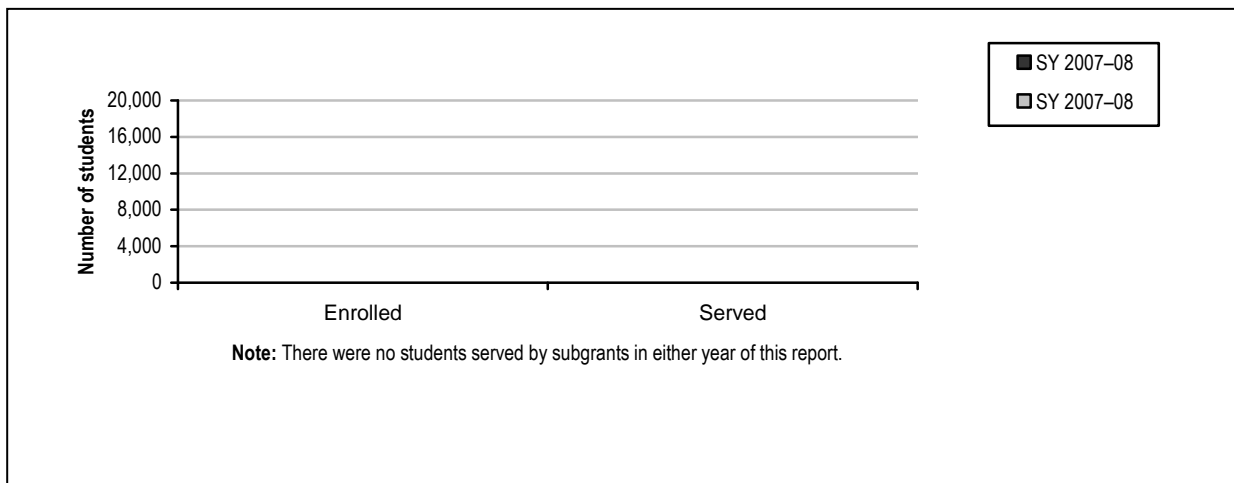
Five native languages most commonly spoken by limited Spanish proficient students, by number of students, school years 2006–07 and 2007–08

SY 2006–07	English	N/A	N/A	N/A	N/A
	2,041				
SY 2007–08	English	Assyrian	Arabic	Burmese	N/A
	1,256	29	25	5	

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08

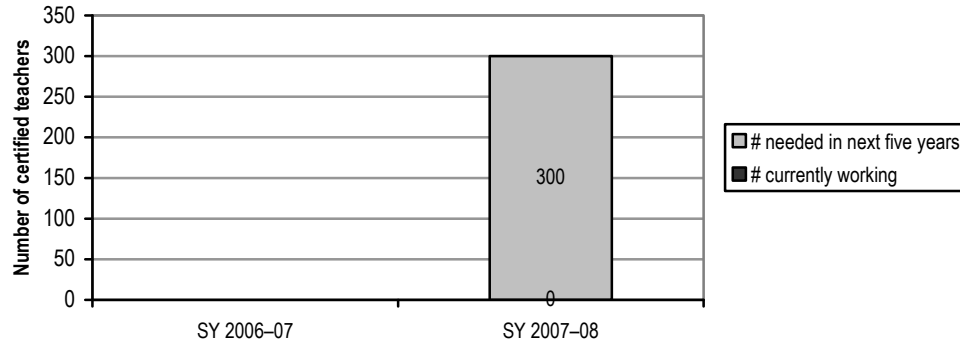


Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use Spanish and another language	SY 06-07	SY 07-08	LIEPs that use only Spanish
	✓	Two-way immersion	✓		Structured Spanish immersion
		Transitional bilingual		✓	Sheltered Spanish instruction
		Dual language			Specially Designed Academic Instruction in Spanish (SDAIE)
		Developmental bilingual			Content-based SSL
		Heritage language		✓	Pull-out SSL

Education Staff Information

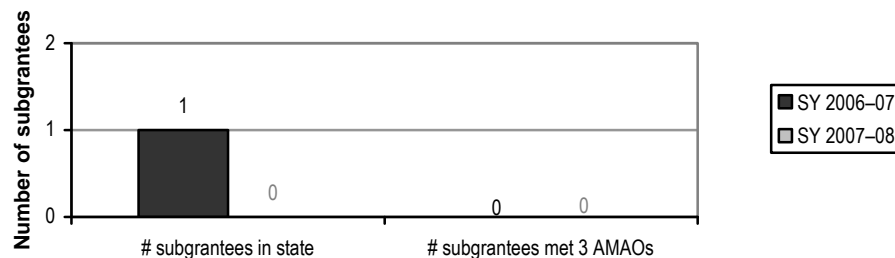
Number of certified teachers working with limited Spanish proficient students and additional number needed in five years, as reported for 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006-07, the subgrantee did not meet all three AMAOs.
There were no subgrantees in SY 2007-08.

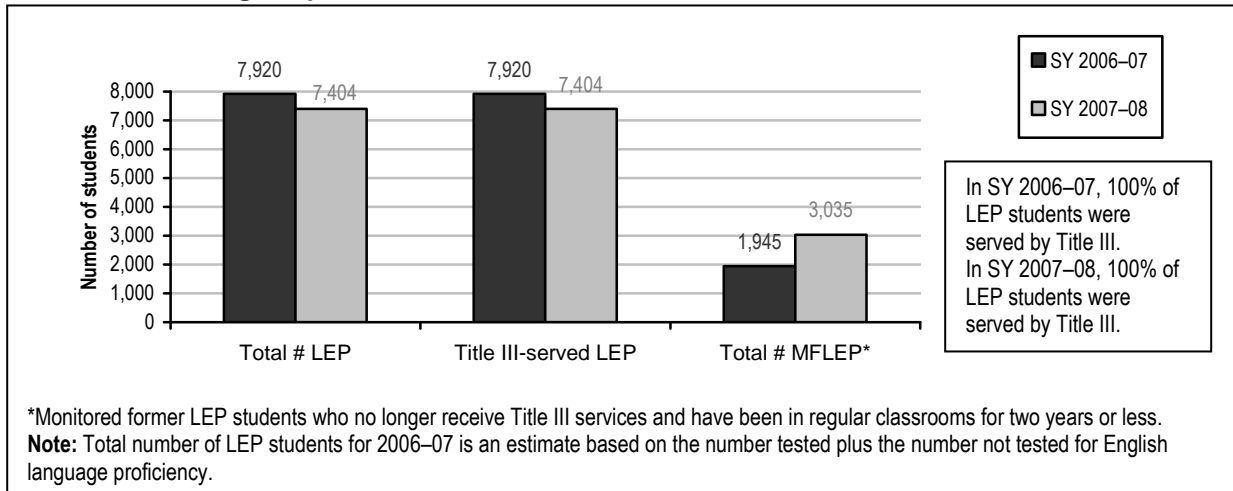
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$3,085,884**; in SY 2007–08, funding was **\$0**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs in either SY 2006–07 or 2007–08.

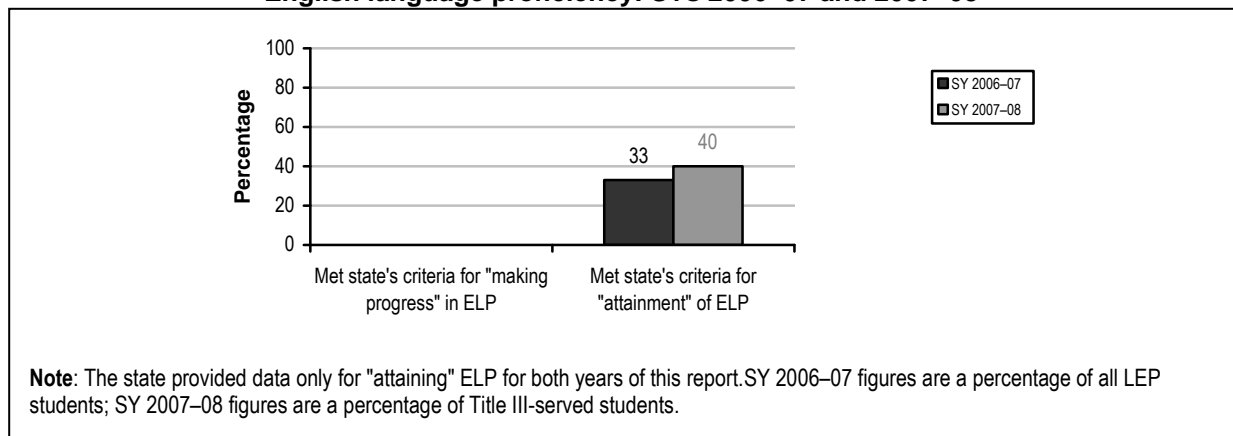
Rhode Island

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



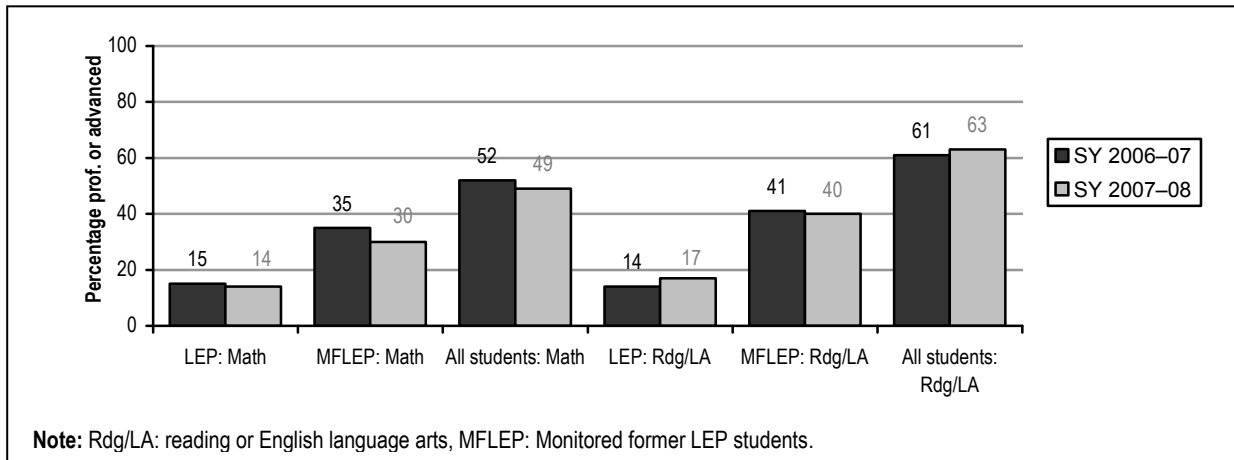
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



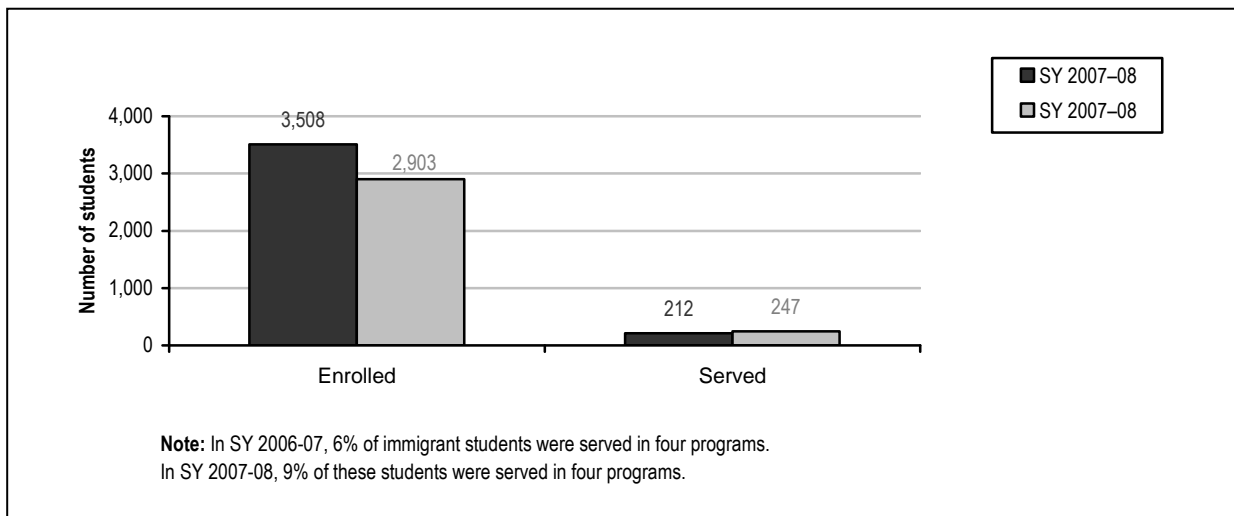
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Portuguese	Cape Verdean	Creole or Patois	African Language
	6,715	422	246	217	203
SY 2007–08	Spanish	Portuguese	Creole, pidgins, other Portuguese-based	Chinese	Khmer
	5,538	352	263	140	125

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08

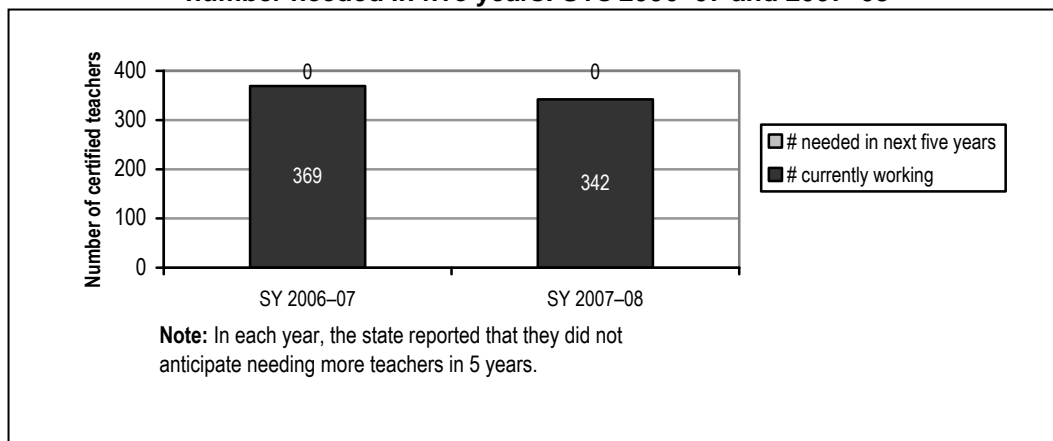


Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
	✓	Two-way immersion			Structured English immersion
✓		Transitional bilingual		✓	Sheltered English instruction
✓	✓	Dual language	✓		Specially Designed Academic Instruction in English (SDAIE)
		Developmental bilingual	✓	✓	Content-based ESL
		Heritage language	✓	✓	Pull-out ESL

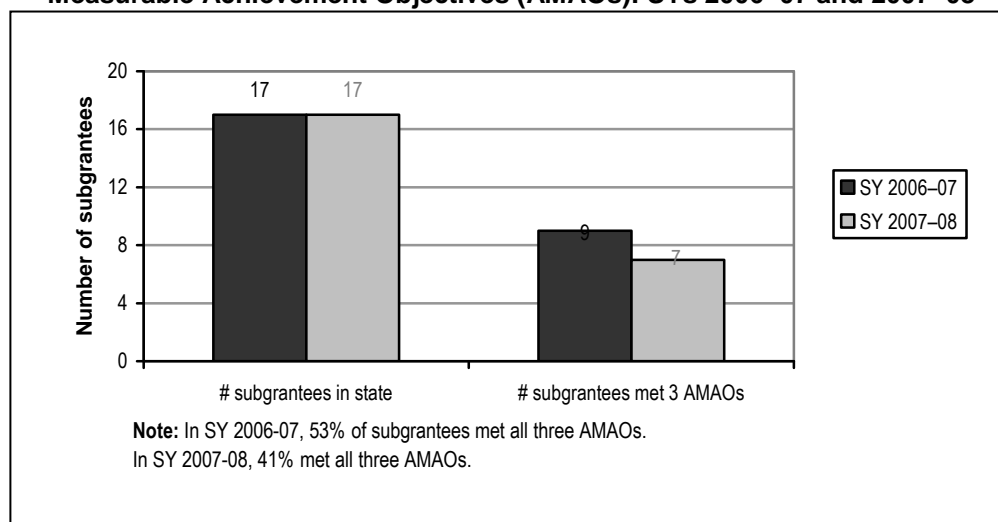
Education Staff Information

Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



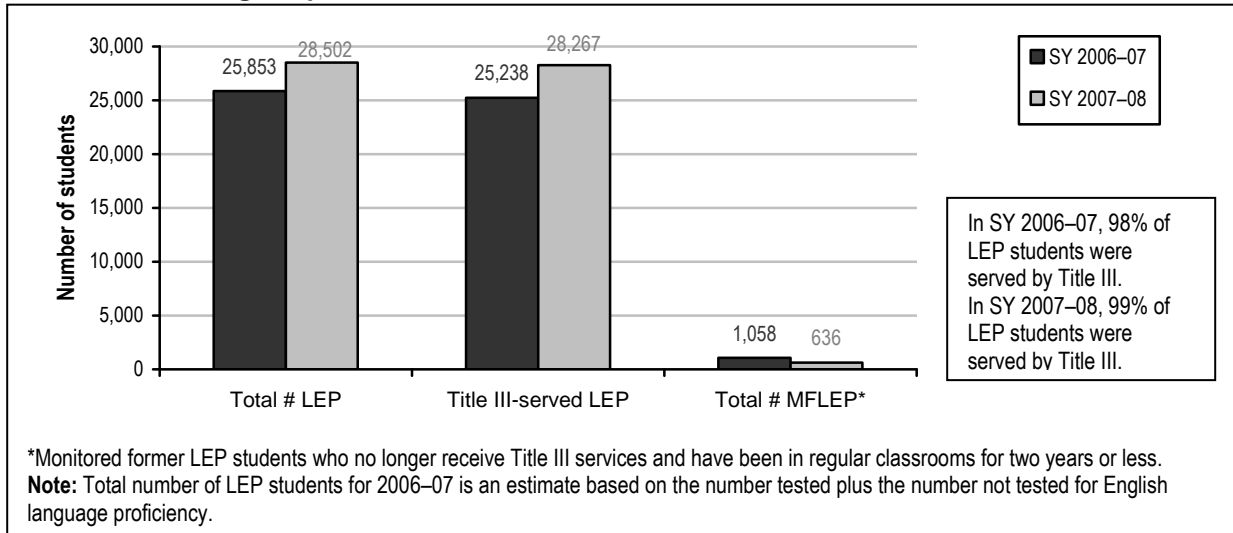
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$1,950,367**; in SY 2007–08, funding was **\$2,087,491**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs in either SY 2006–07 or 2007–08.

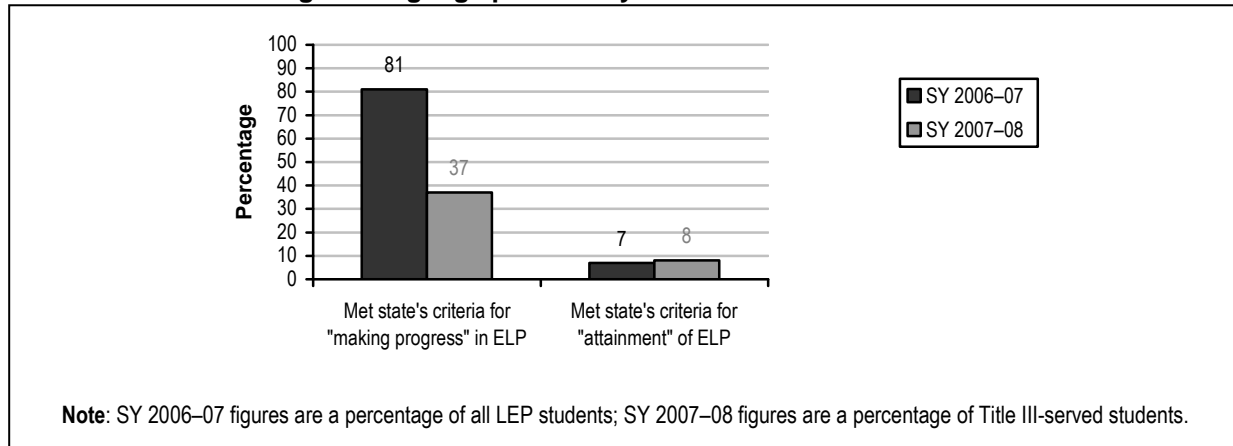
South Carolina

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



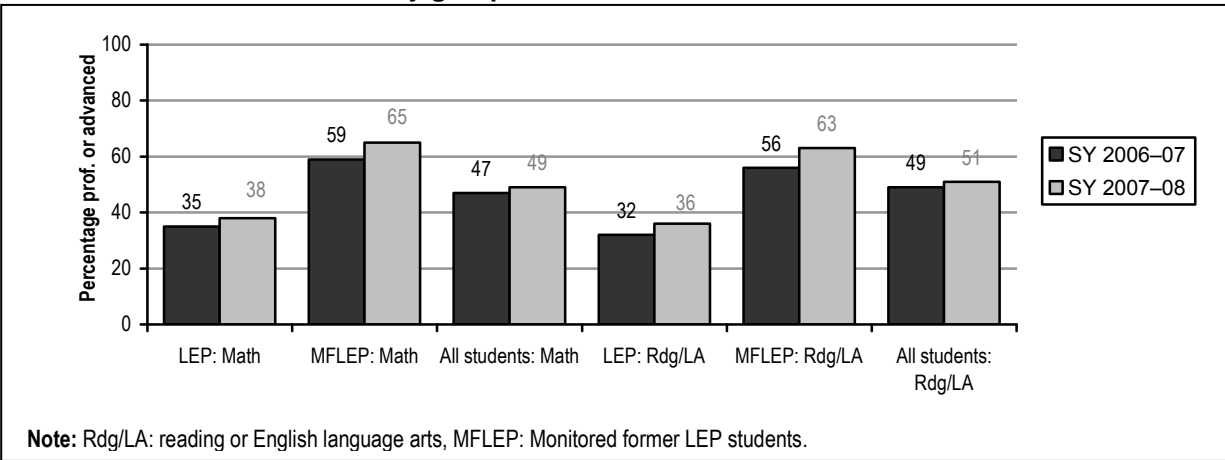
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



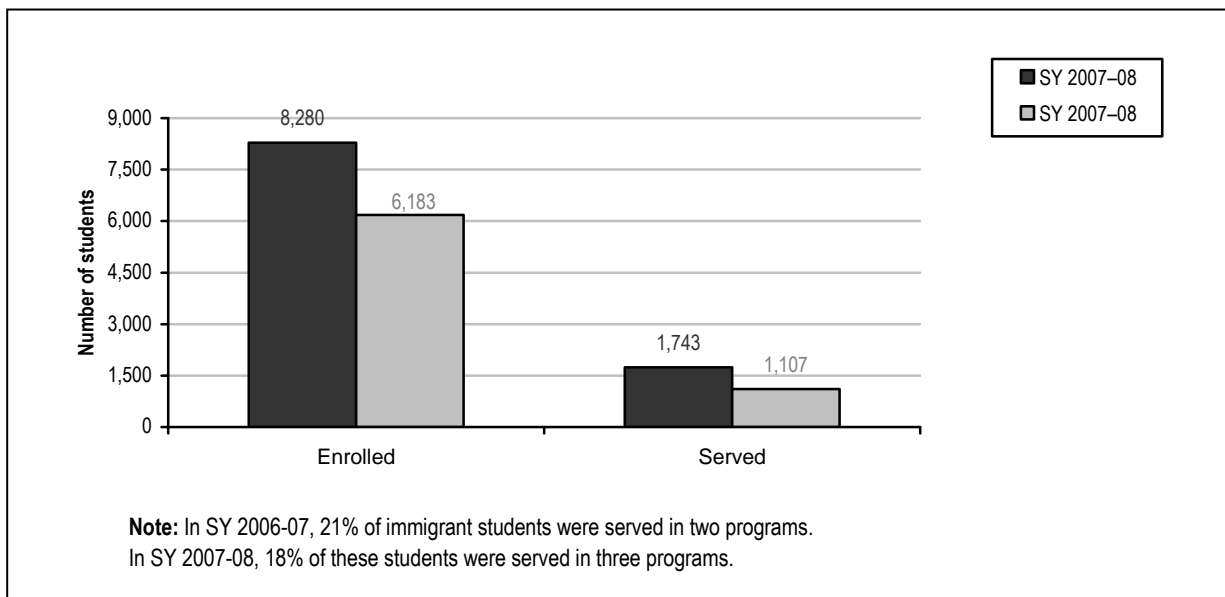
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Russian	Vietnamese	Arabic	Korean
	14,250	424	330	216	198
SY 2007–08	Spanish	Russian	Vietnamese	Portuguese	Arabic
	26,186	799	593	327	319

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08

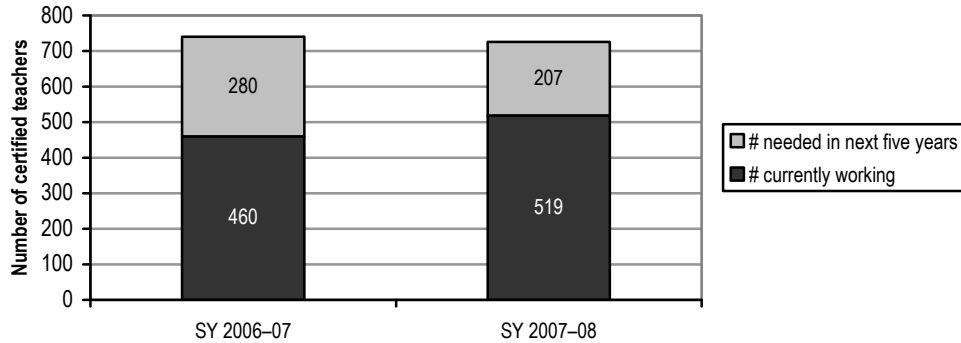


Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
		Two-way immersion	✓	✓	Structured English immersion
		Transitional bilingual	✓	✓	Sheltered English instruction
	✓	Dual language		✓	Specially Designed Academic Instruction in English (SDAIE)
		Developmental bilingual	✓	✓	Content-based ESL
		Heritage language	✓	✓	Pull-out ESL

Education Staff Information

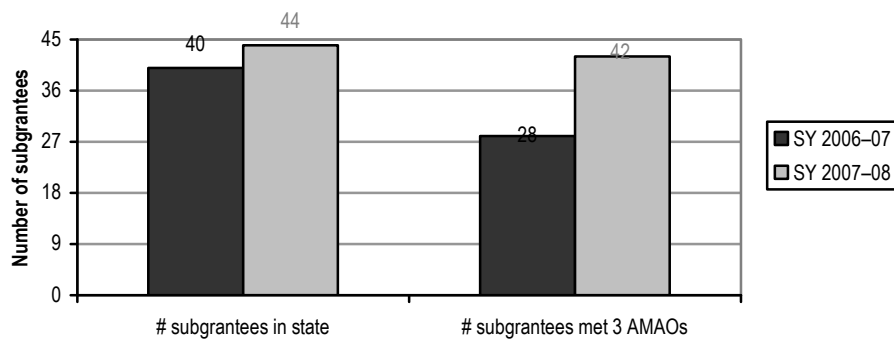
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, 70% of subgrantees met all three AMAOs.
In SY 2007–08, 95% met all three AMAOs.

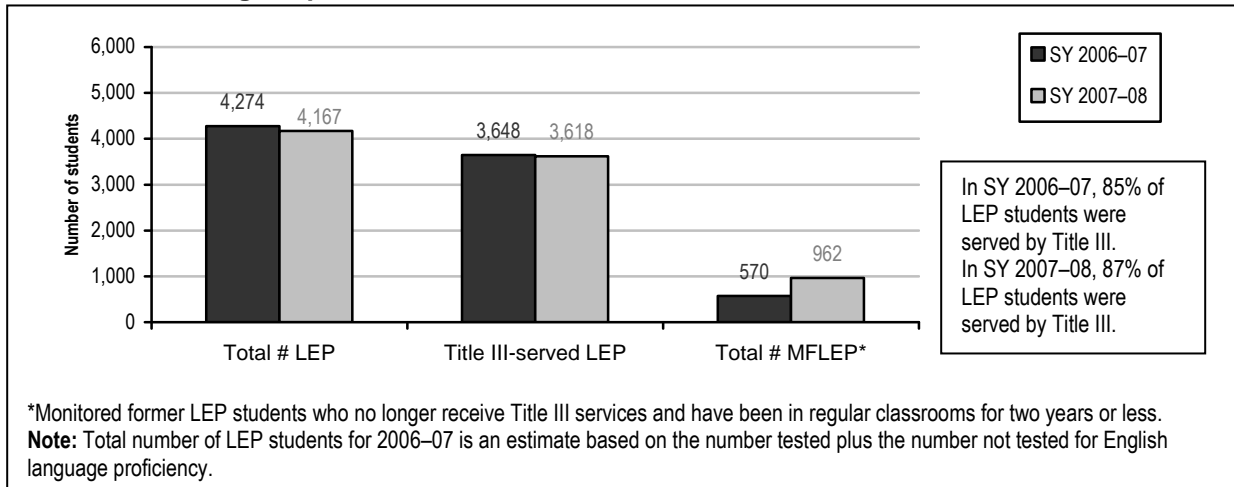
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$2,502,240**; in SY 2007–08, funding was **\$4,306,276**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs in either SY 2006–07 or 2007–08.

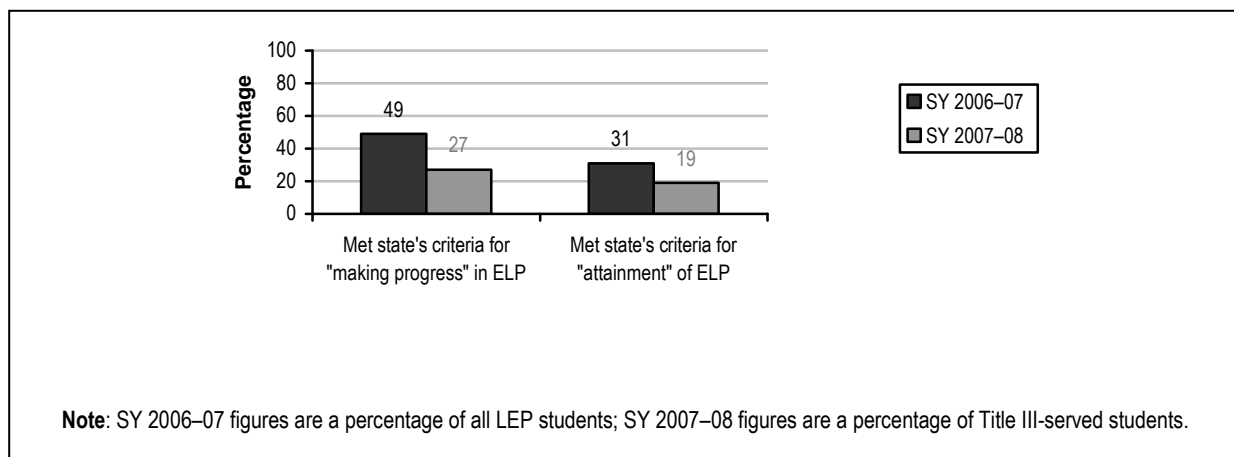
South Dakota

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



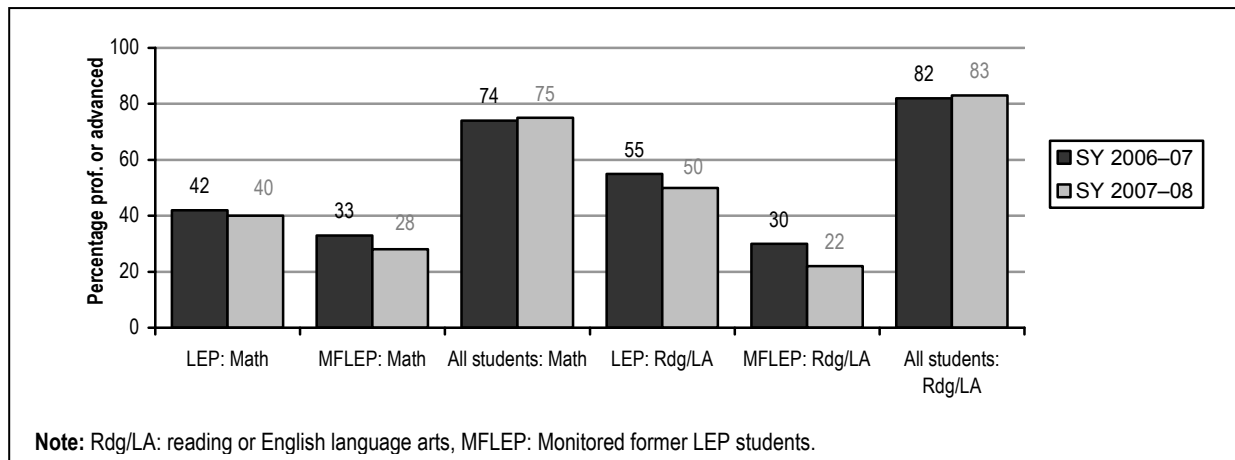
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



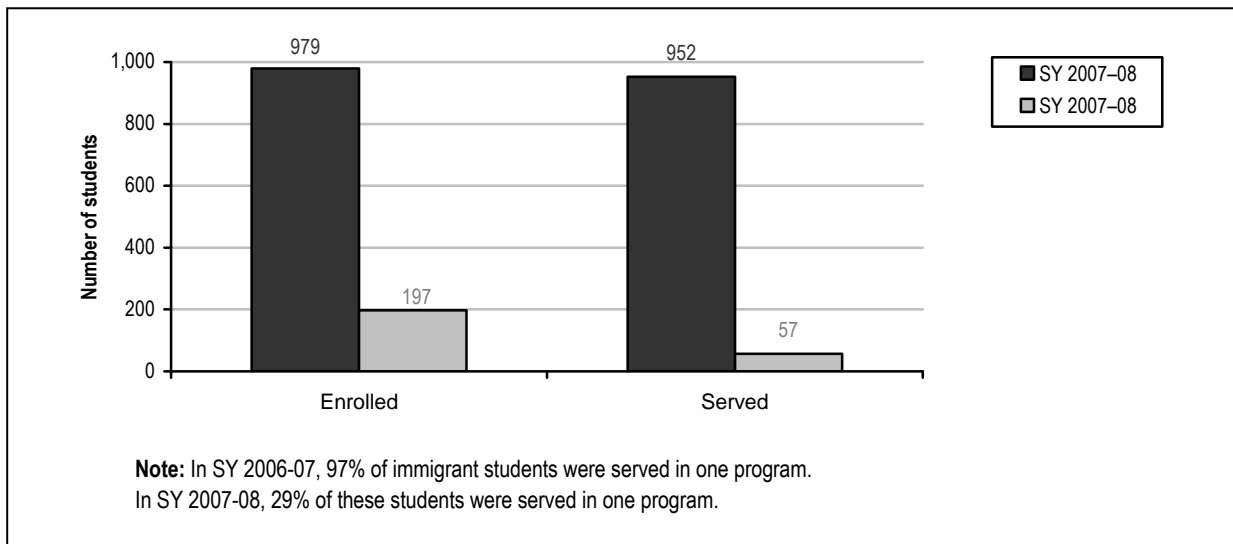
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Lakota	Spanish	Hutterish	Dakota	German
	1,926	688	468	164	164
SY 2007–08	Lakota	Spanish	Hutterite	Dakota	German
	2,123	1,196	469	172	168

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08

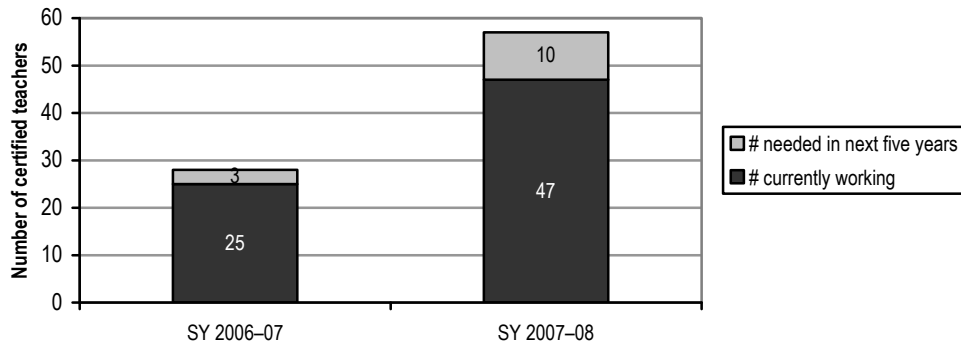


Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
		Two-way immersion	✓	✓	Structured English immersion
		Transitional bilingual	✓	✓	Sheltered English instruction
✓		Dual language			Specially Designed Academic Instruction in English (SDAIE)
		Developmental bilingual	✓	✓	Content-based ESL
	✓	Heritage language	✓	✓	Pull-out ESL

Education Staff Information

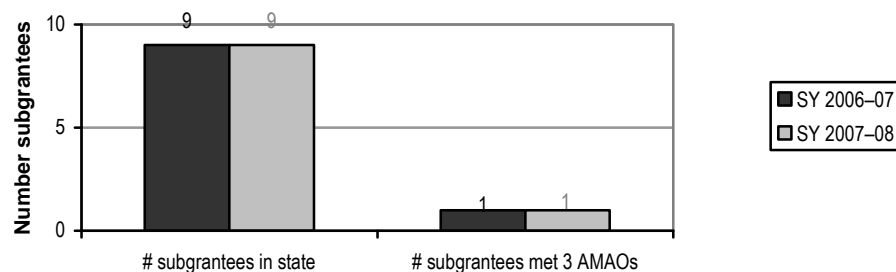
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, 11% of subgrantees met all three AMAOs.
In SY 2007–08, 11% met all three AMAOs.

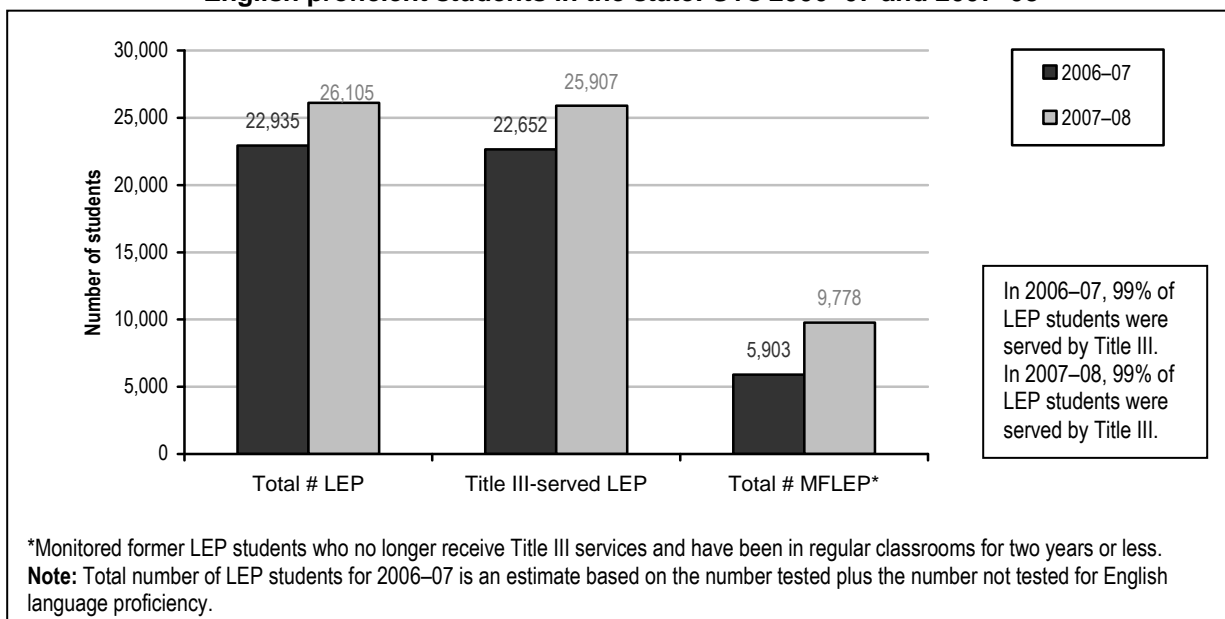
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$500,000**; in SY 2007–08, funding was **\$732,606**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs in either SY 2006–07 or 2007–08.

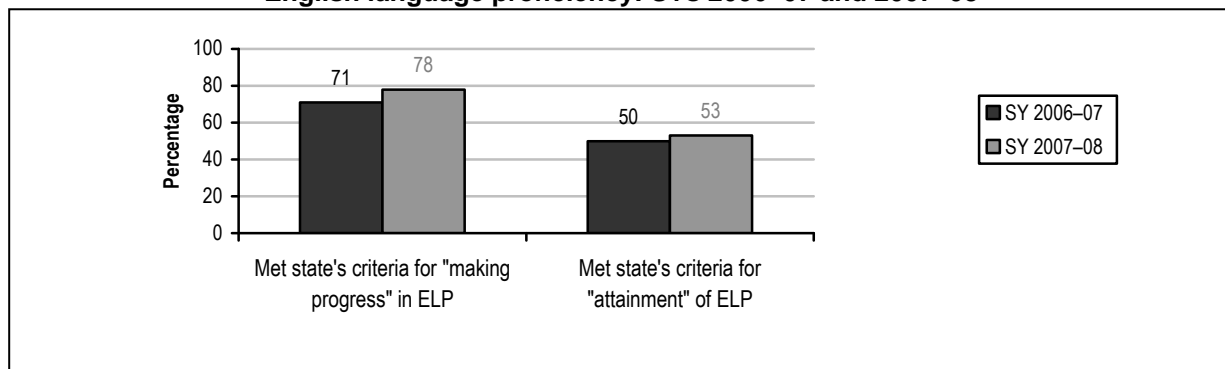
Tennessee

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



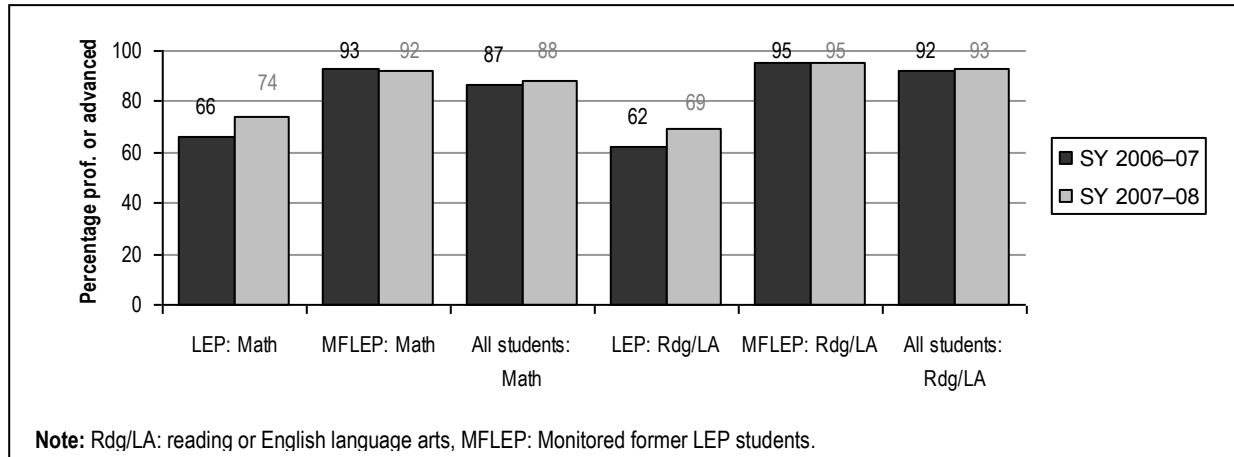
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



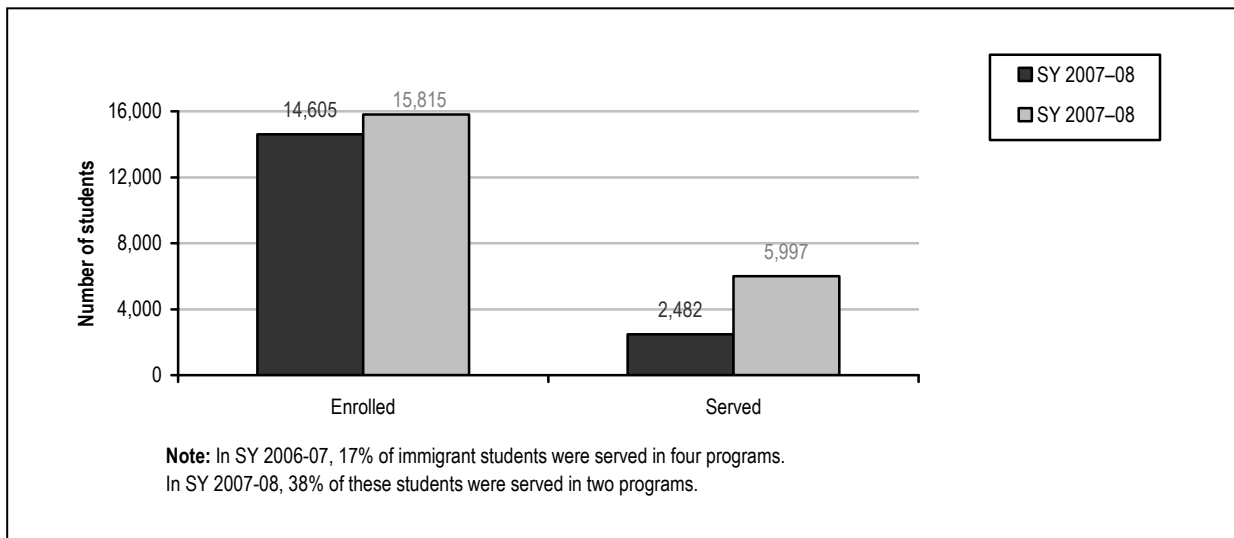
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Arabic	Vietnamese	Kurdish	Korean
	16,826	862	417	397	310
SY 2007–08	Spanish	Arabic	Vietnamese	Kurdish	Chinese
	19,993	1,055	547	363	335

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08



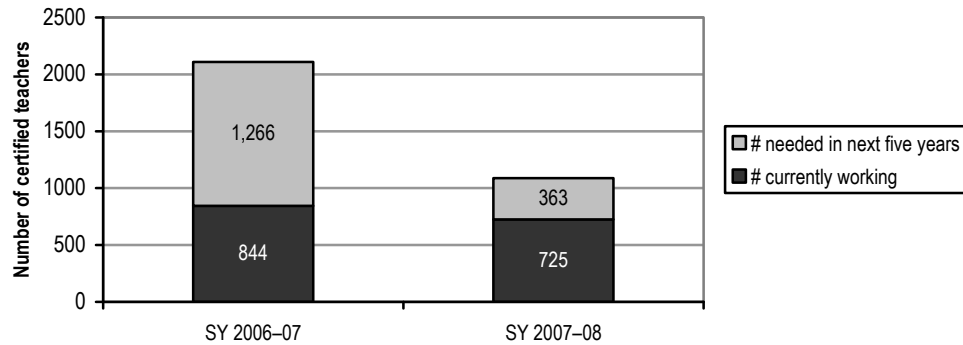
Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–8

LIEPs that use English and another language		LIEPs that use only English	
	Two-way immersion	✓	Structured English immersion
	Transitional bilingual	✓	Sheltered English instruction
	Dual language	✓	Specially Designed Academic Instruction in English (SDAIE)
	Developmental bilingual	✓	Content-based ESL
✓	Heritage language	✓	Pull-out ESL

Note: The state reported that subgrantees used the same LIEPs in both years of this report.

Education Staff Information

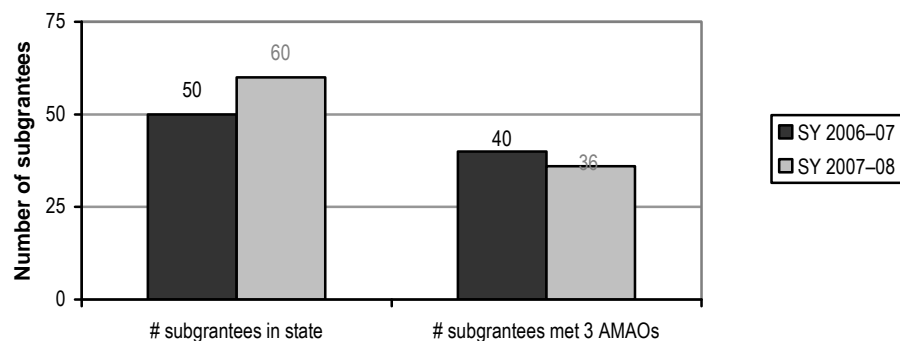
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, 80% of subgrantees met all three AMAOs.
In SY 2007–08, 60% met all three AMAOs.

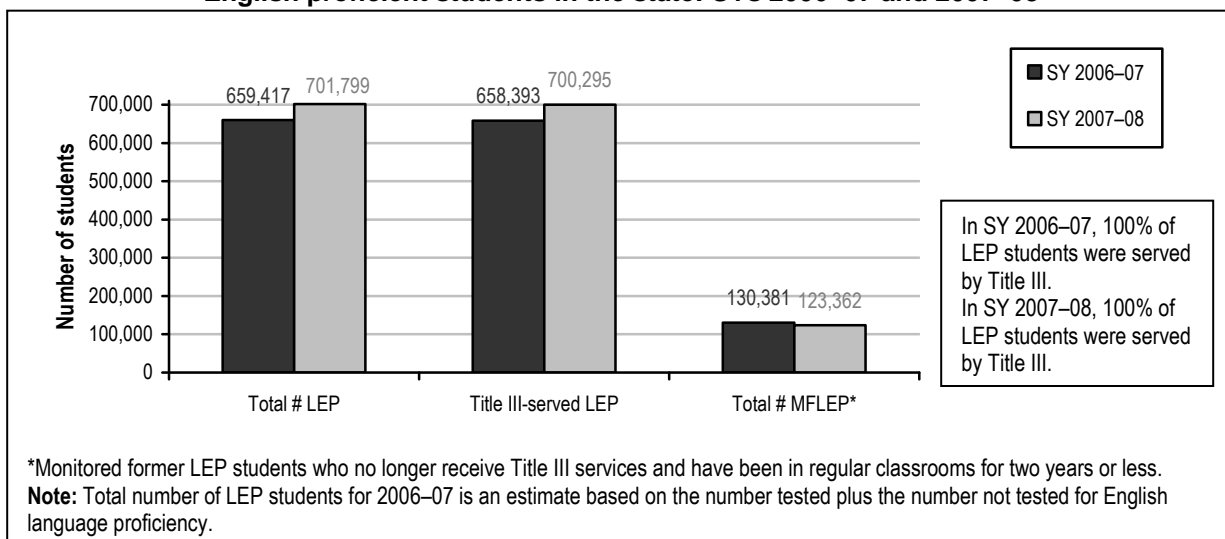
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$5,523,057**; in SY 2007–08, funding was **\$4,804,552**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it met all three AMAOs for SYs 2006–07 and 2007–08.

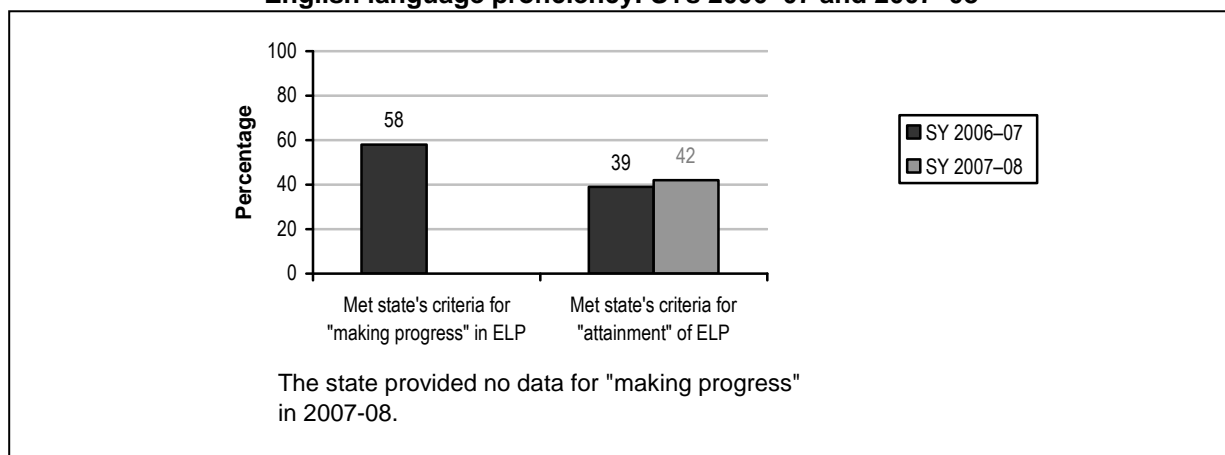
Texas

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



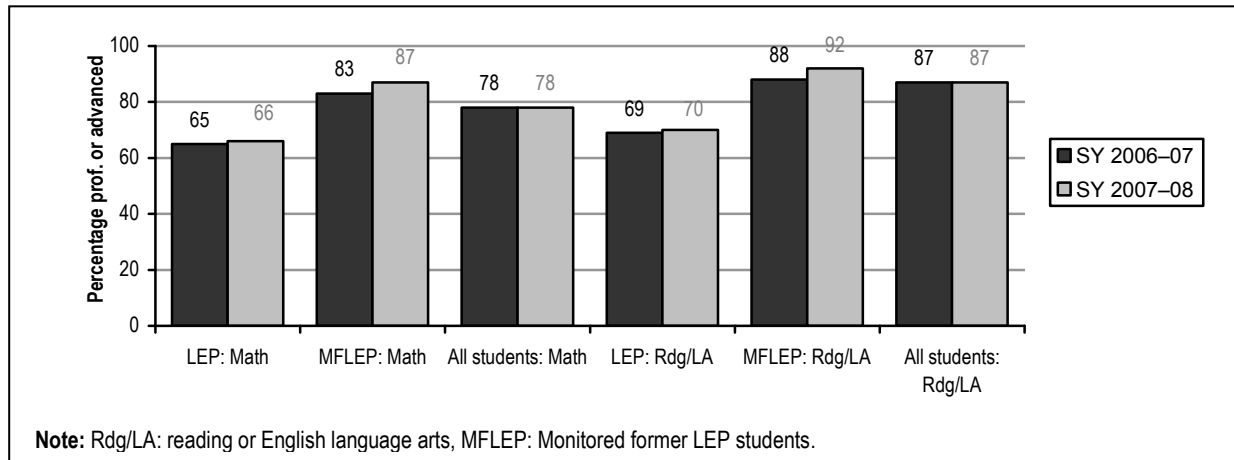
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



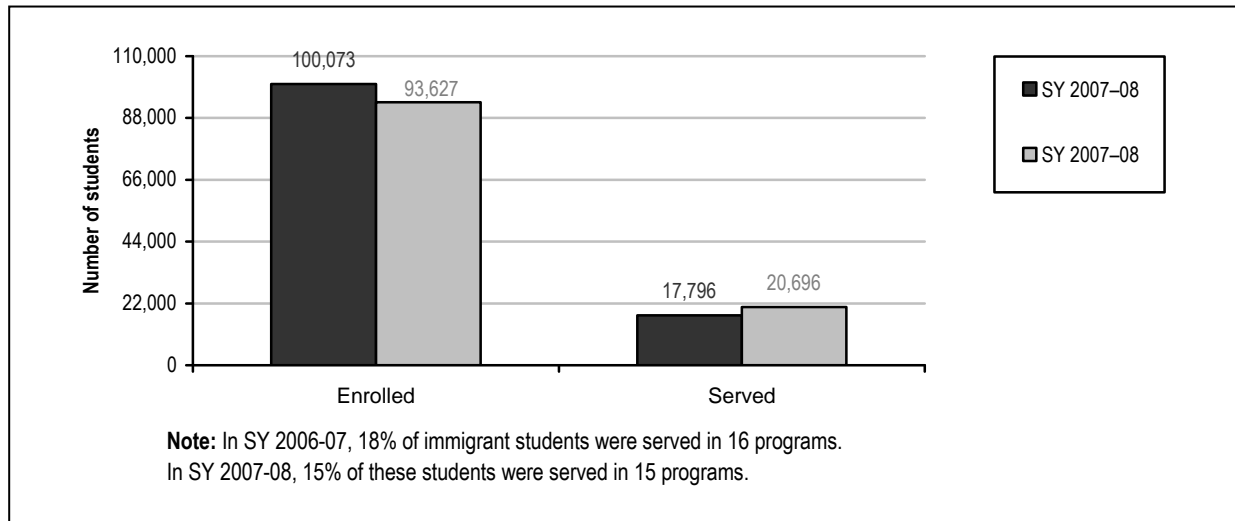
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	English	Vietnamese	Urdu	Arabic
	671,322	13,356	12,727	3,432	3,277
SY 2007–08	Spanish	Vietnamese	Urdu	Arabic	Korean
	711,388	14,094	3,627	3,594	3,195

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08



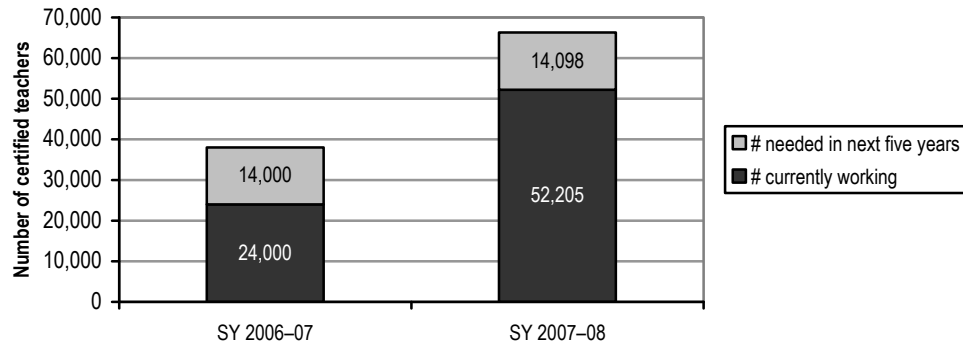
Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

LIEPs that use English and another language		LIEPs that use only English	
✓	Two-way immersion		Structured English immersion
✓	Transitional bilingual	✓	Sheltered English instruction
✓	Dual language		Specially Designed Academic Instruction in English (SDAIE)
✓	Developmental bilingual	✓	Content-based ESL
	Heritage language	✓	Pull-out ESL

Note: The state reported using the same LIEPs in both years of this report.

Education Staff Information

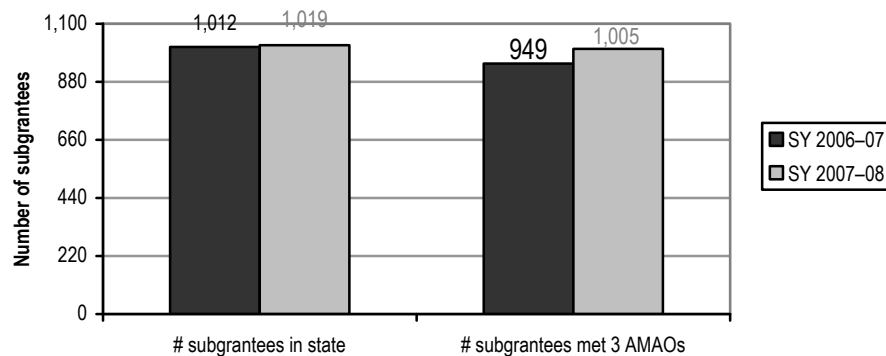
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In 2006–07, 94% of subgrantees met all three AMAOs.
In 2007–08, 99% met all three AMAOs.

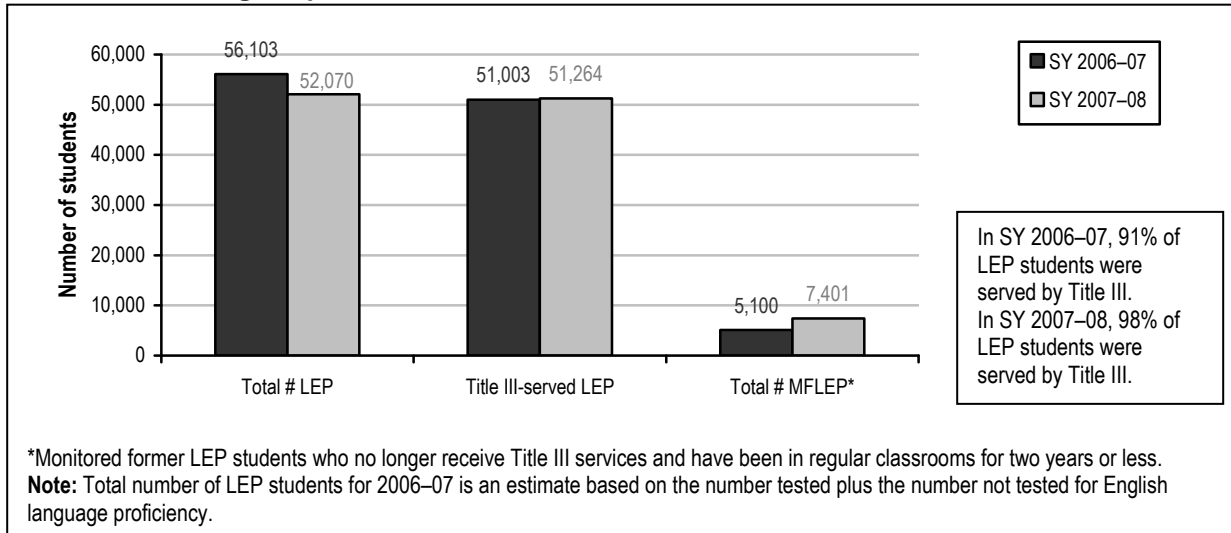
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$85,865,561**; in SY 2007–08, funding was **\$88,356,253**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it met all three AMAOs for SYs 2006–07 and 2007–08.

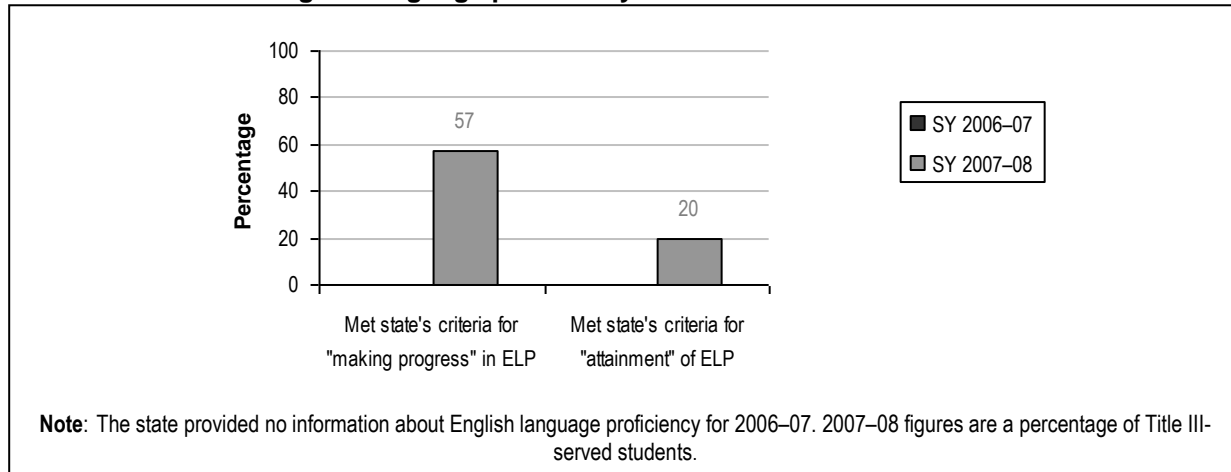
Utah

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



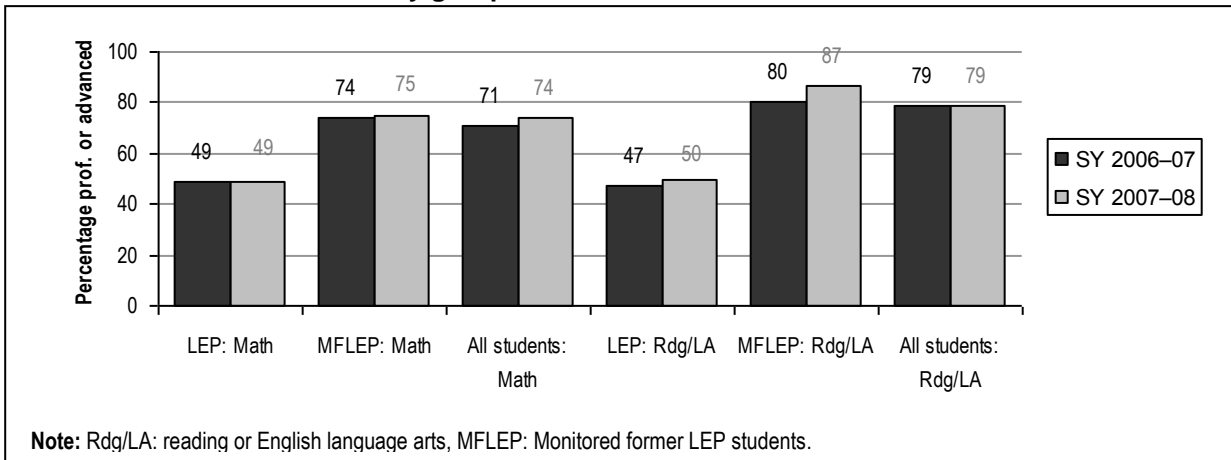
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



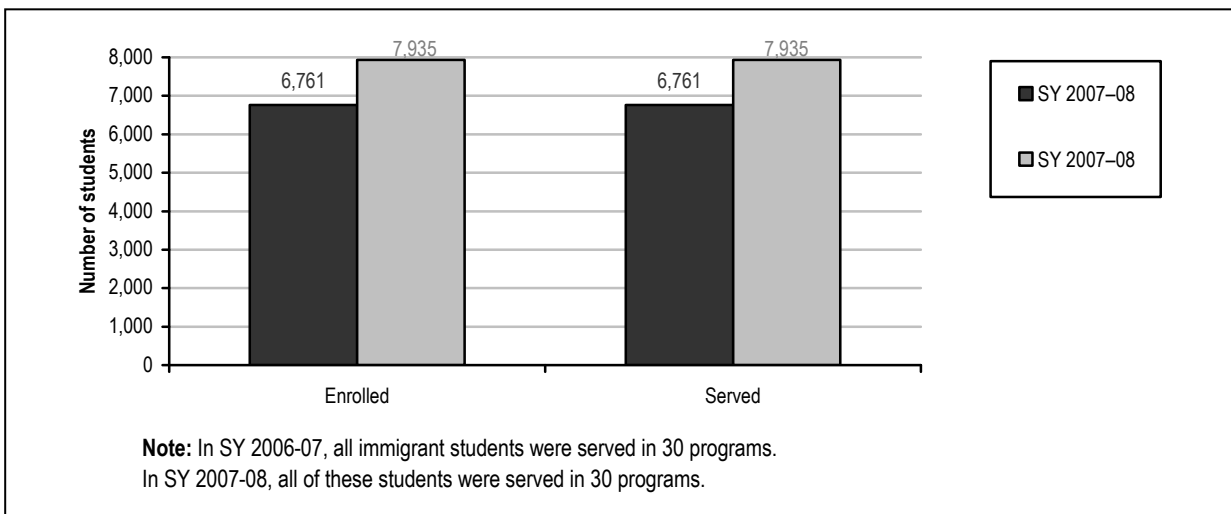
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Tongan	Vietnamese	Navajo	Samoan
	44,886	1,239	1,043	878	767
SY 2007–08	Spanish	Navajo	Tongan	Vietnamese	Samoan
	41,914	1,134	860	803	676

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08

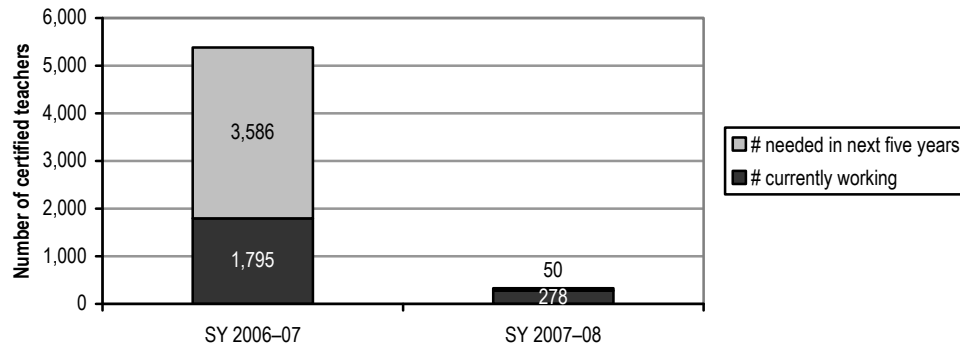


Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SY 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
✓	✓	Two-way immersion	✓	✓	Structured English immersion
		Transitional bilingual		✓	Sheltered English instruction
	✓	Dual language	✓	✓	Specially Designed Academic Instruction in English (SDAIE)
	✓	Developmental bilingual	✓	✓	Content-based ESL
✓	✓	Heritage language	✓	✓	Pull-out ESL

Education Staff Information

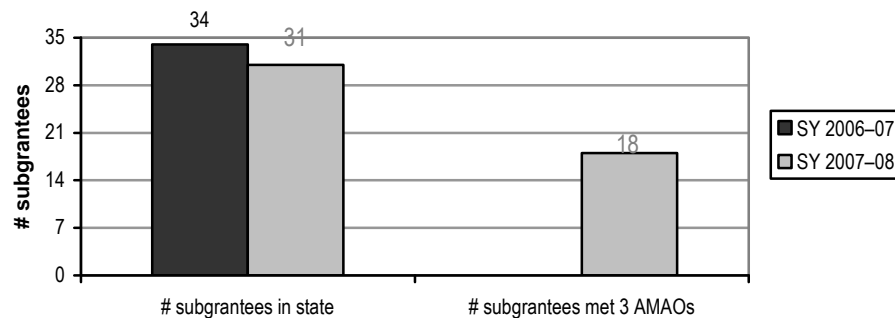
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07 the state provided no information on AMAOs.
In SY 2007–08, 71% of subgrantees met all three AMAOs.

Additional state information:

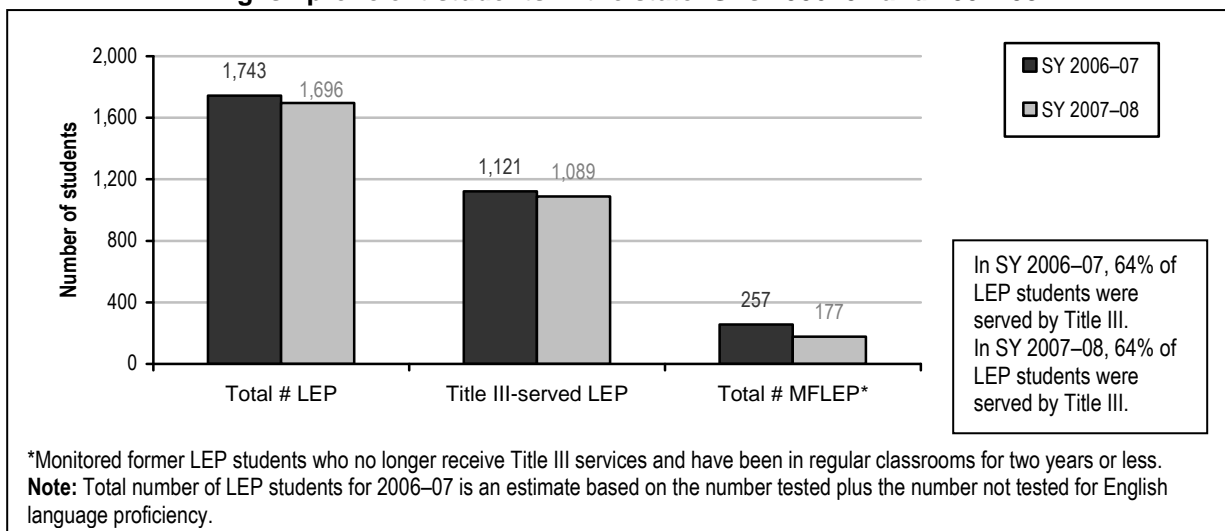
- Title III funding for the state in SY 2006–07 was **\$3,652,520**; in SY 2007–08, funding was **\$3,555,348**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs in SY 2006–07 and reported that data were not yet available for SY 2007–08.

Vermont

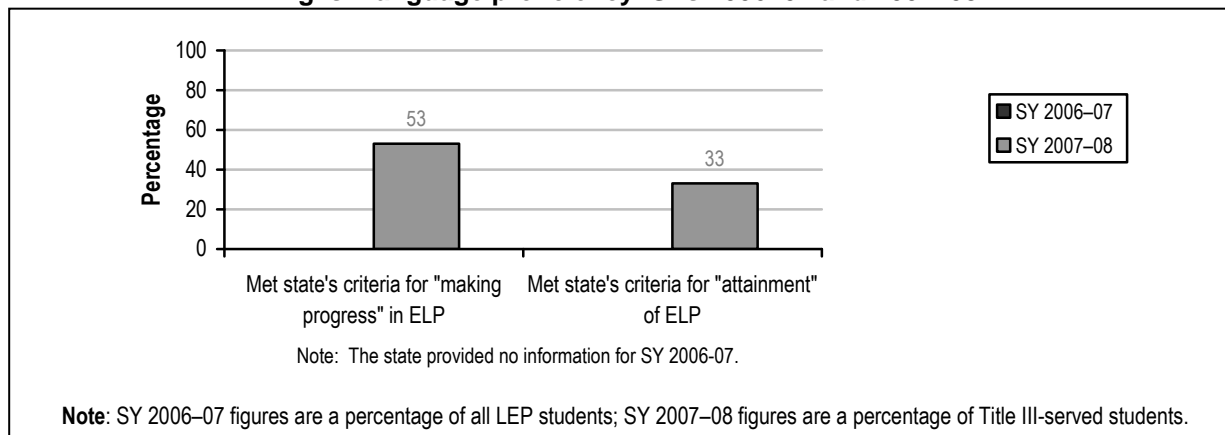
Note: The state tests students in the fall, thus much of the data reflects the previous school year (e.g., 2006–07 data were collected in the fall of 2005-06).

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



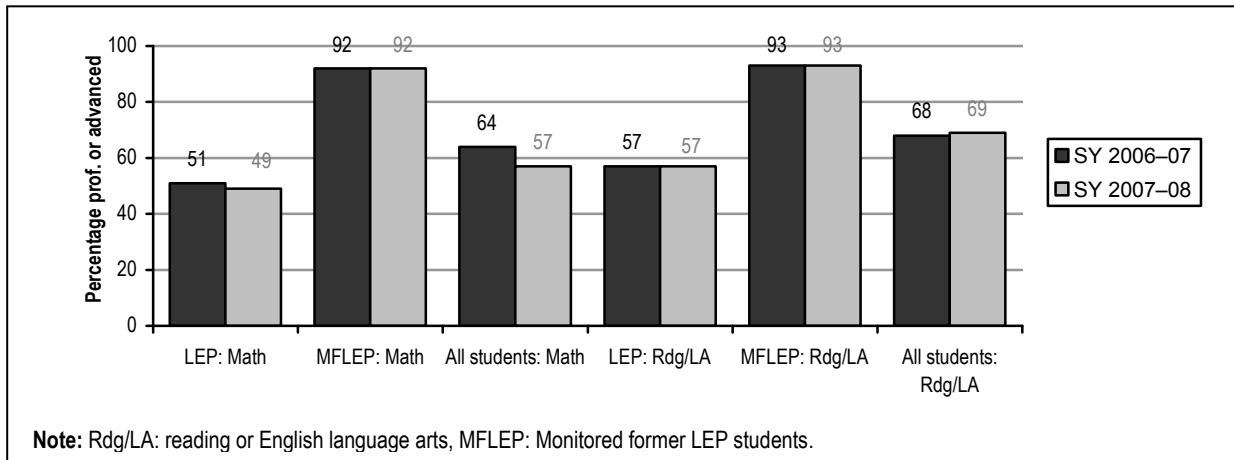
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



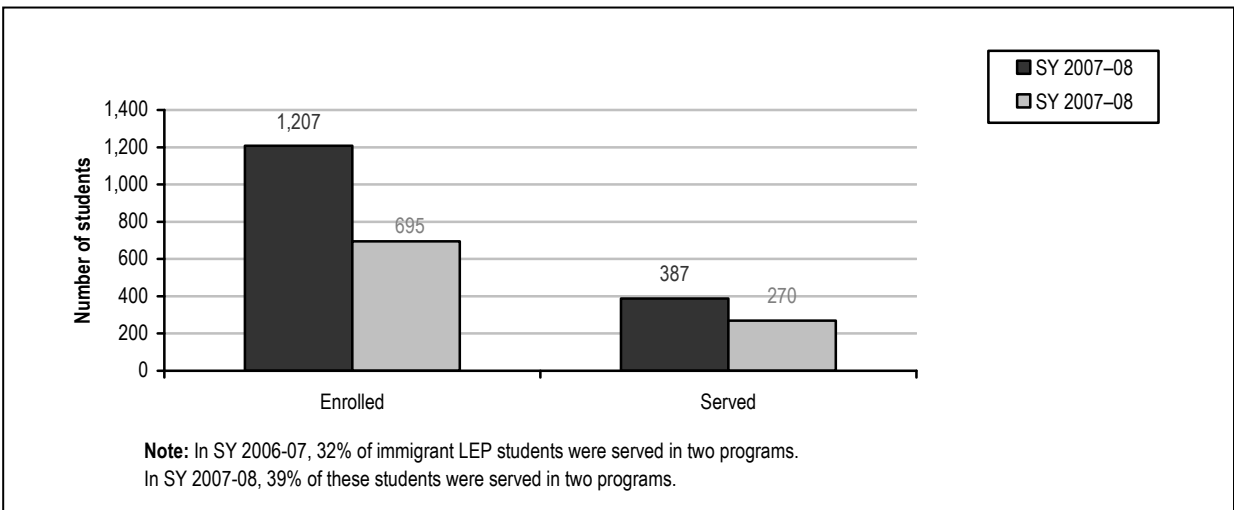
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Serbo-Croatian	Spanish	Vietnamese	Maay	Chinese
	248	224	186	140	133
SY 2007–08	Serbo-Croatian	Spanish	Vietnamese	Maay	Chinese
	247	223	186	140	112

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08



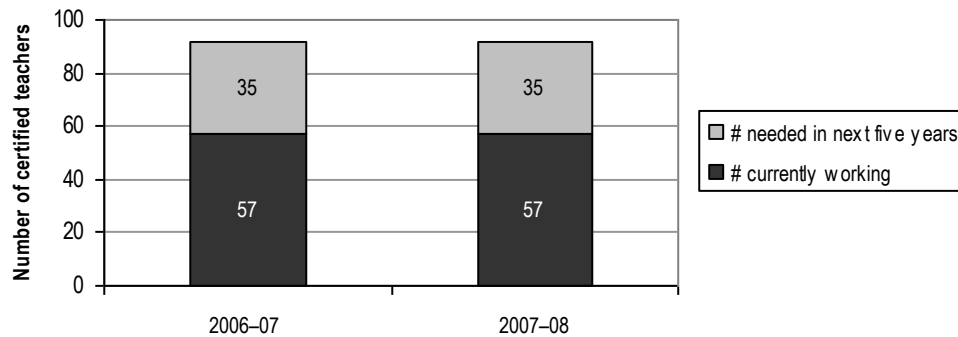
Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

LIEPs that use English and another language		LIEPs that use only English	
Two-way immersion		Structured English immersion	
Transitional bilingual	✓	Sheltered English instruction	
Dual language		Specially Designed Academic Instruction in English (SDAIE)	
Developmental bilingual	✓	Content-based ESL	
Heritage language	✓	Pull-out ESL	

Note: The state reported that subgrantees used the same LIEPs during both years of this report.

Education Staff Information

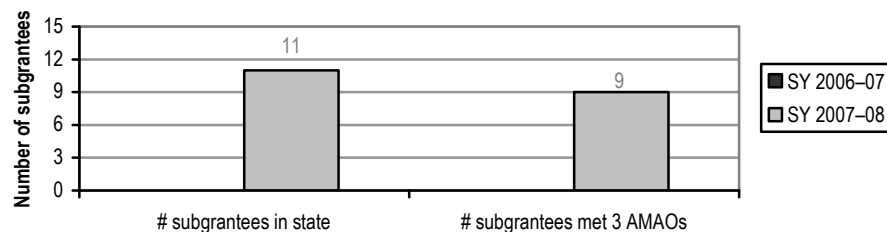
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: The state did not provide information for SY 2006–07.
In SY 2007–08, 82% of grantees met all three AMAOs.

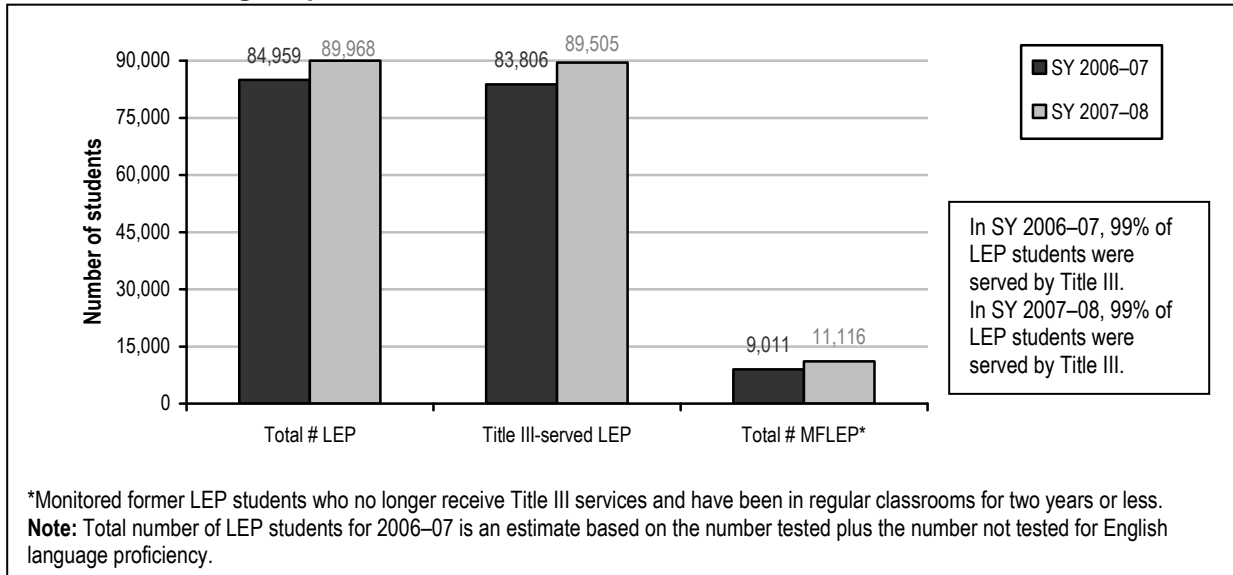
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$500,000**; in SY 2007–08, funding was **\$500,000**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state did not provide information on AMAOs in SY 2006–07; in SY 2007–08, the state did not meet all three AMAOs.

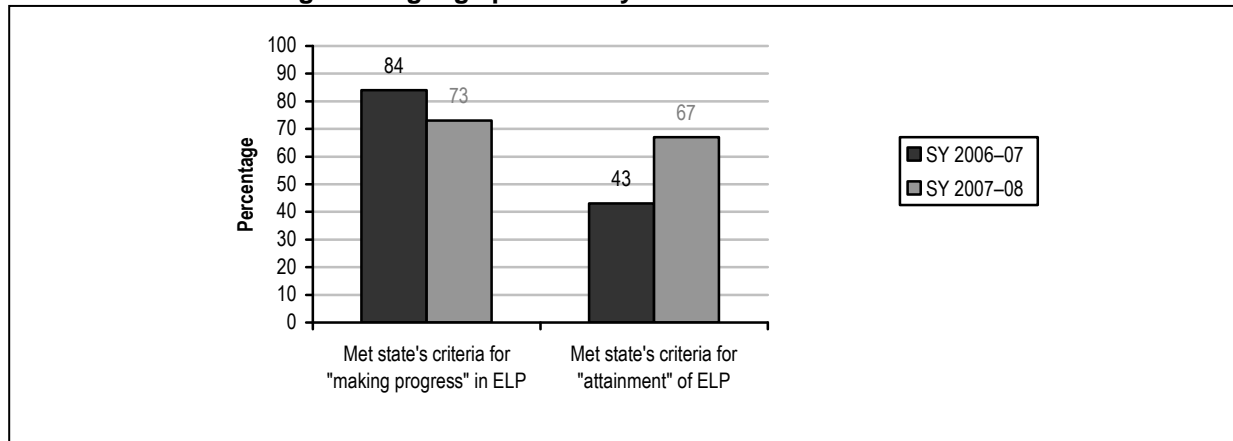
Virginia

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



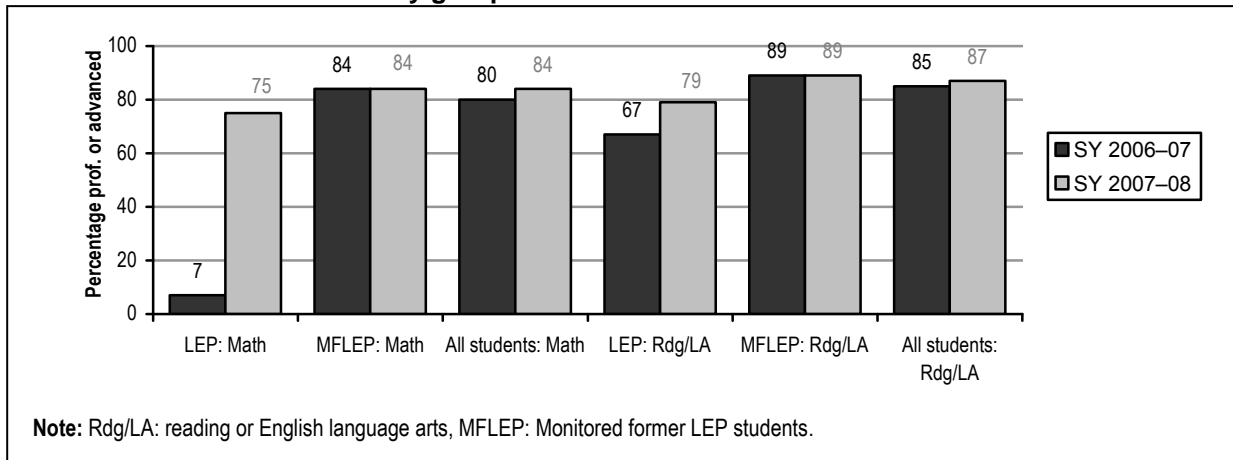
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



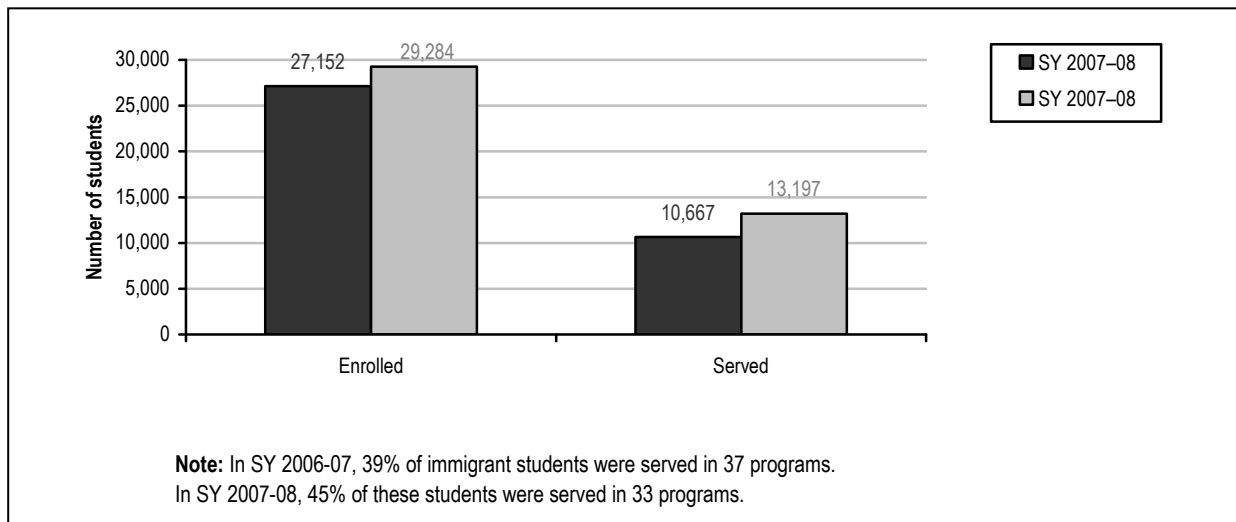
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Korean	Vietnamese	Arabic	Urdu
	51,980	4,336	3,373	3,050	2,613
SY 2007–08	Spanish	Korean	Vietnamese	Arabic	Urdu
	56,445	4,709	3,726	3,490	2,765

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08



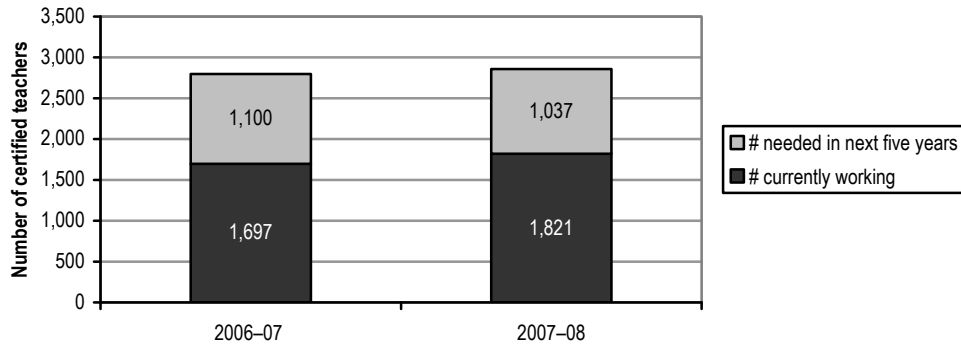
Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
	✓	Two-way immersion		✓	Structured English immersion
	✓	Transitional bilingual		✓	Sheltered English instruction
	✓	Dual language			Specially Designed Academic Instruction in English (SDAIE)
	✓	Developmental bilingual		✓	Content-based ESL
	✓	Heritage language		✓	Pull-out ESL

Note: In SY 2006–07, the state provided no information about the LIEPs used by subgrantees.

Education Staff Information

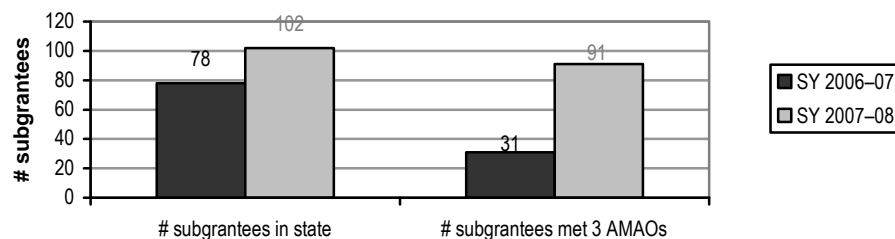
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, 40% of subgrantees met all three AMAOs.

In SY 2007–08, 89% met all three AMAOs.

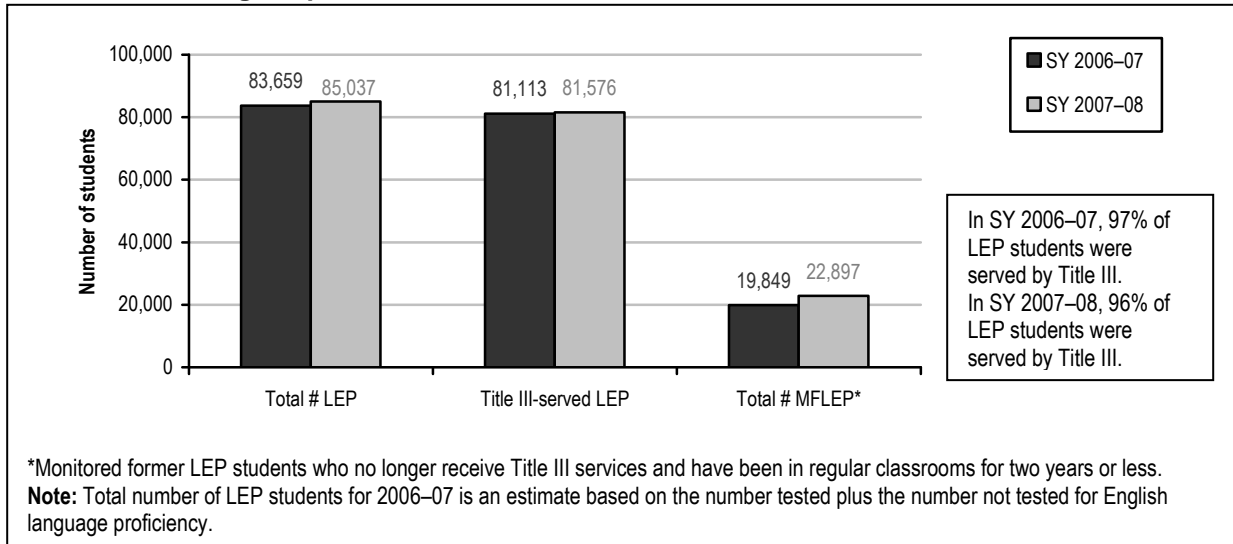
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$9,823,062**; in SY 2007–08, funding was **\$10,341,267**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs in SY 2006–07, but did meet them in SY 2007–08.

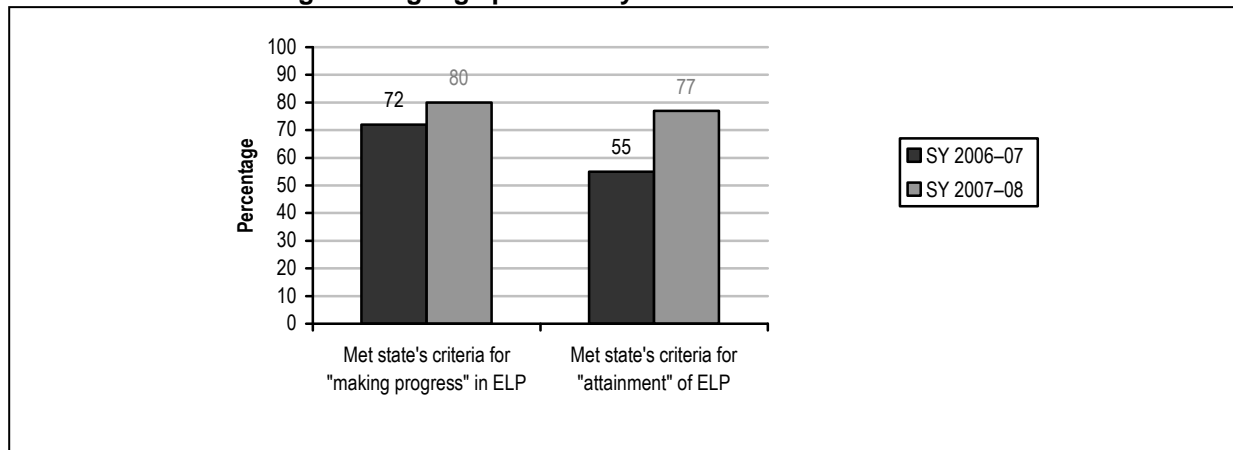
Washington

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



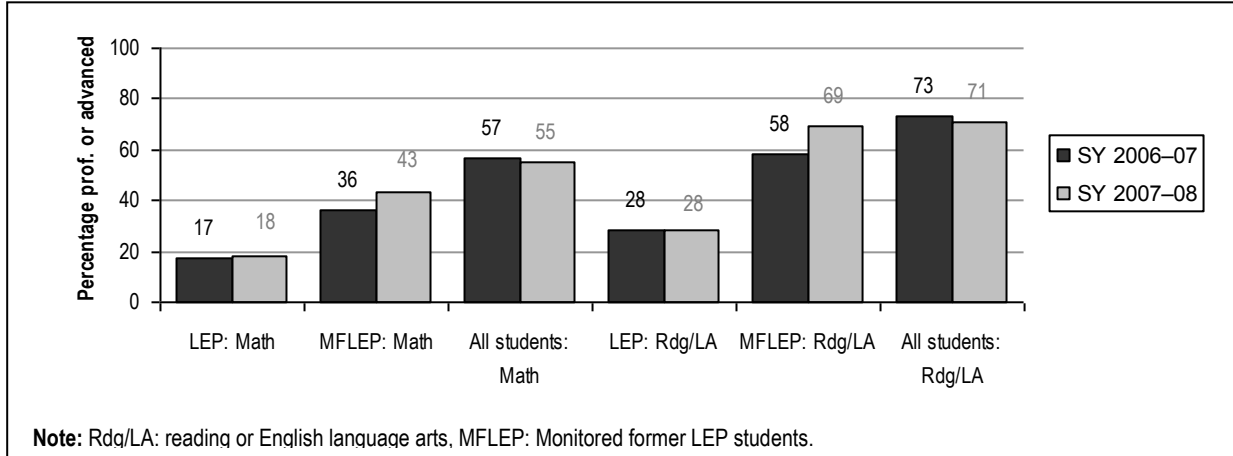
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



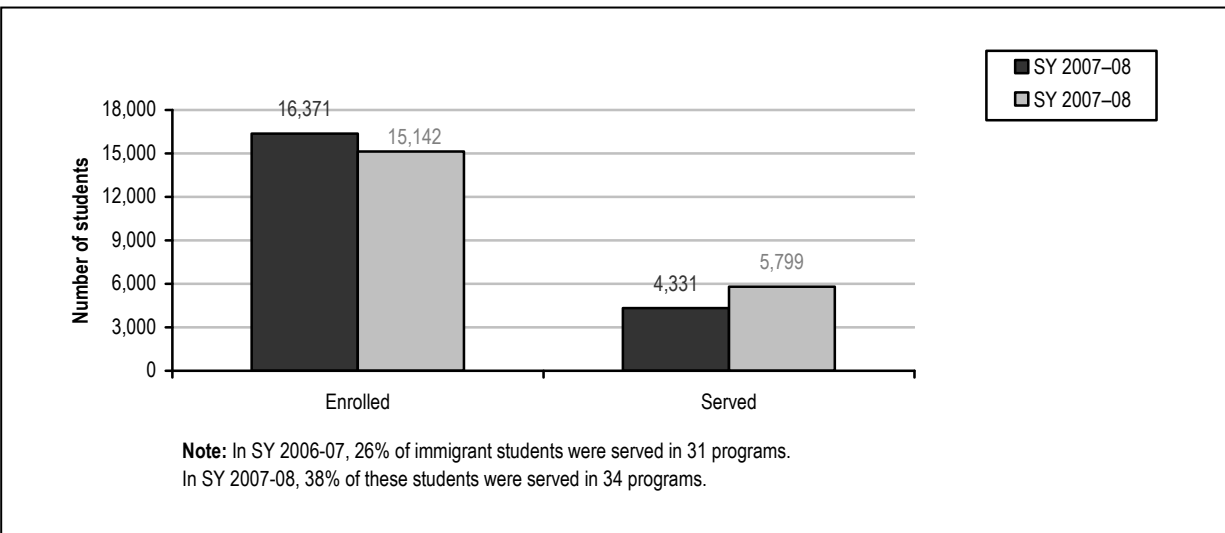
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Russian	Vietnamese	Ukrainian	Korean
	55,769	4,707	3,119	2,746	1,753
SY 2007–08	Spanish	Russian	Vietnamese	Ukrainian	Somali
	58,612	4,633	3,296	2,574	1,901

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08

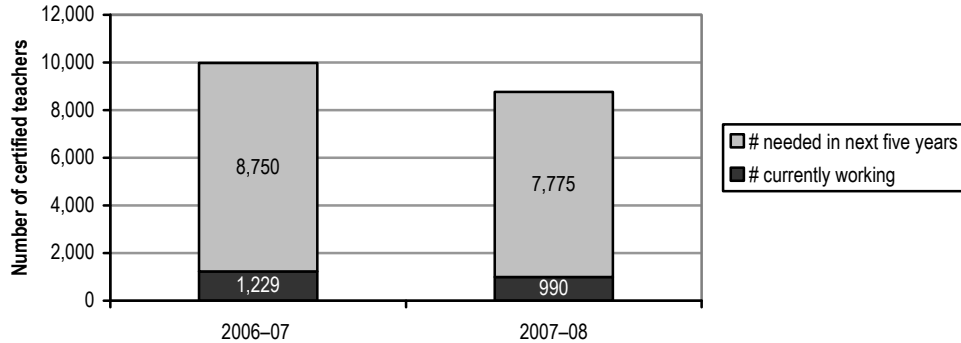


Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
✓		Two-way immersion			Structured English immersion
✓	✓	Transitional bilingual		✓	Sheltered English instruction
✓	✓	Dual language			Specially Designed Academic Instruction in English (SDAIE)
	✓	Developmental bilingual	✓		Content-based ESL
		Heritage language	✓		Pull-out ESL

Education Staff Information

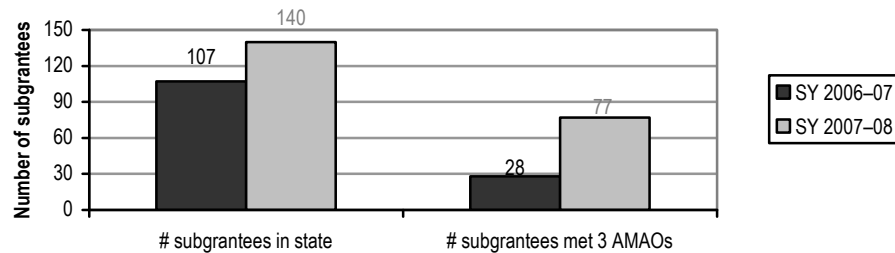
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, 26% of subgrantees met all three AMAOs.
In SY 2007–08, 55% met all three AMAOs.

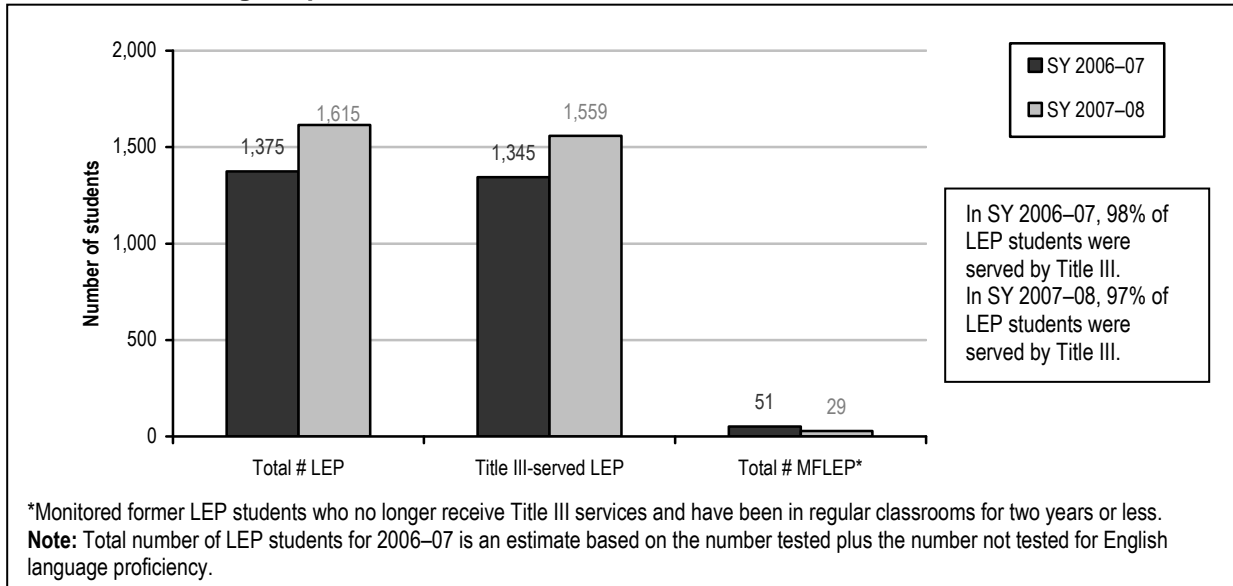
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$10,265,825**; in SY 2007–08, funding was **\$12,857,842**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs in either SY 2006–07 or 2007–08.

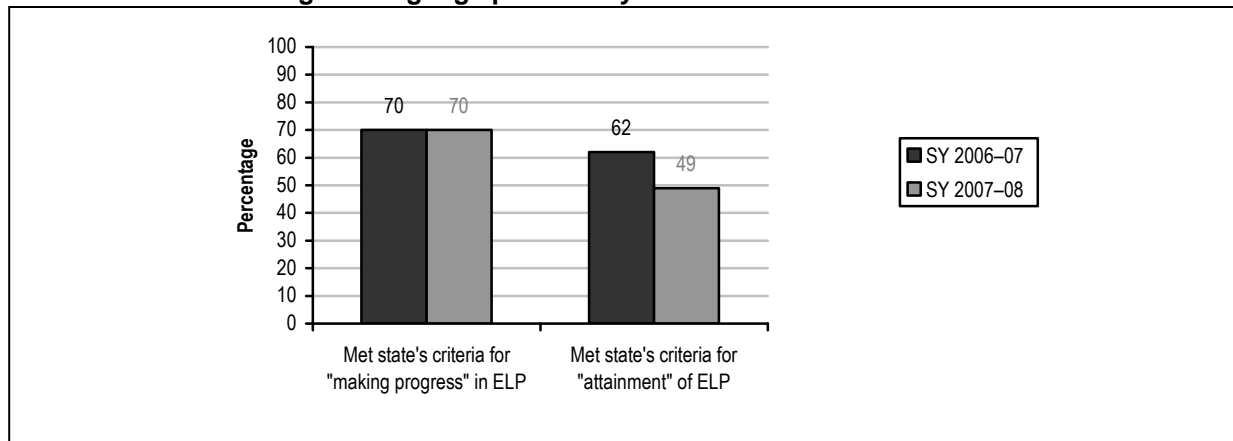
West Virginia

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



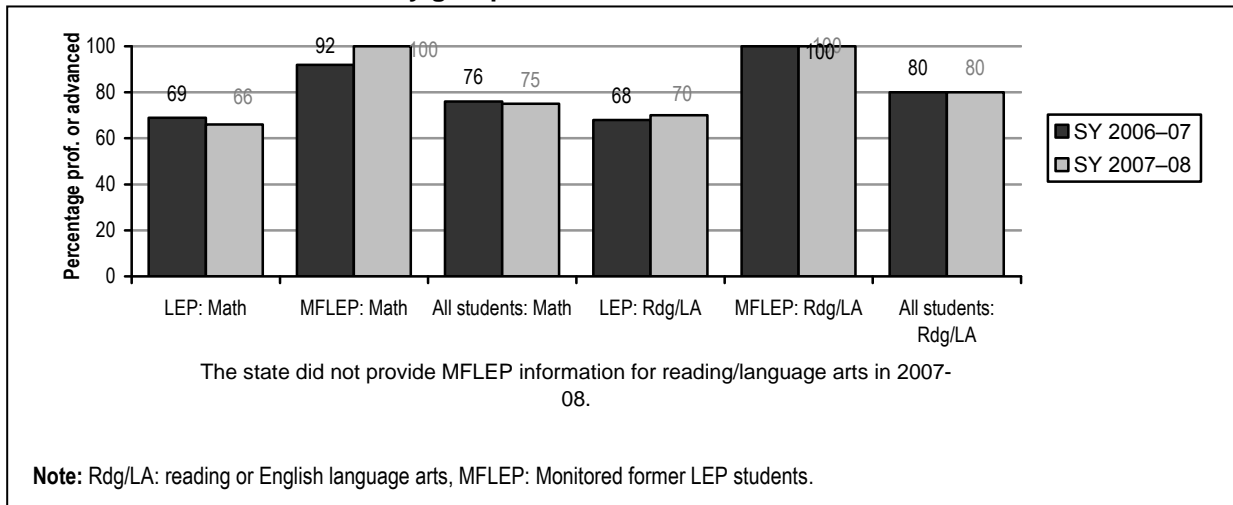
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



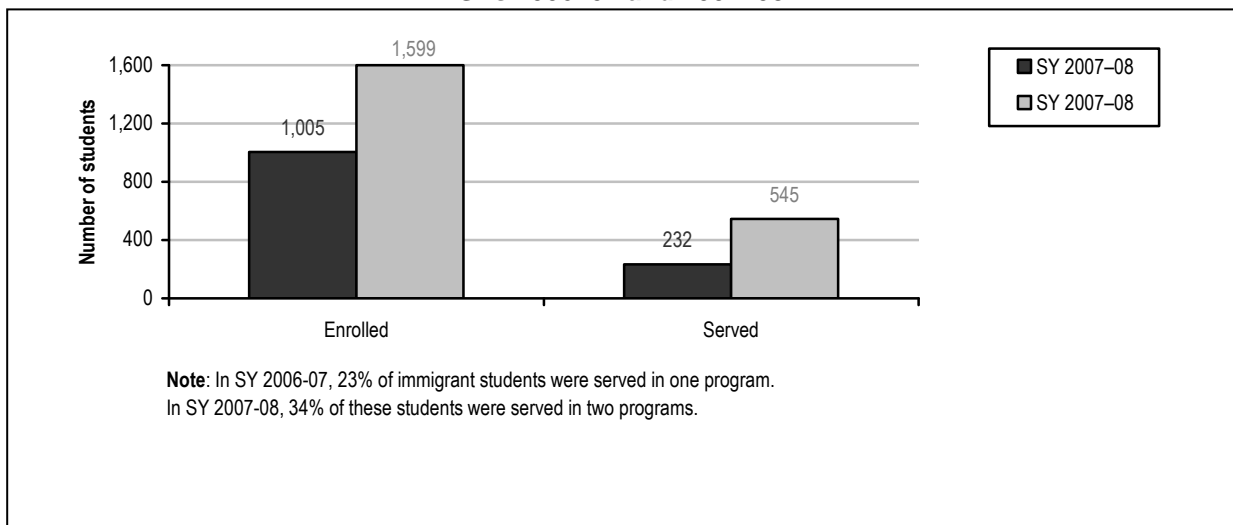
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Arabic	Mandarin Chinese	Vietnamese	Russian
	685	72	70	46	36
SY 2007–08	Spanish	Arabic	Mandarin Chinese	Vietnamese	Russian
	805	112	89	51	43

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08



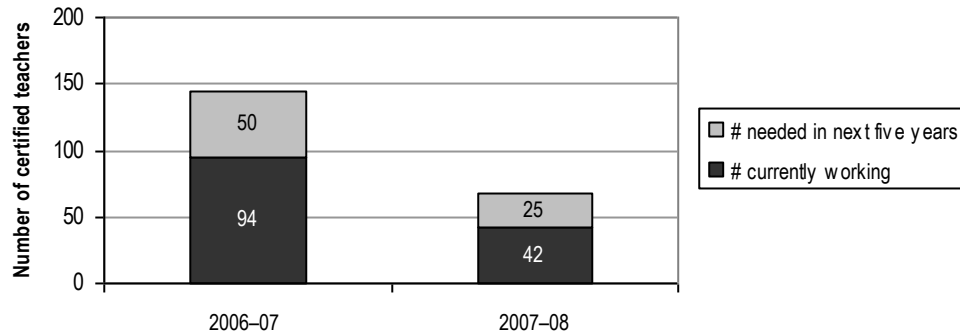
Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SY 2006–07 and 2007–08

LIEPs that use English and another language		LIEPs that use only English	
	Two-way immersion		Structured English immersion
	Transitional bilingual	✓	Sheltered English instruction
	Dual language		Specially Designed Academic Instruction in English (SDAIE)
	Developmental bilingual	✓	Content-based ESL
	Heritage language		Pull-out ESL

Note: The state's subgrantees used the same English-based LIEPs in both years of this report.

Education Staff Information

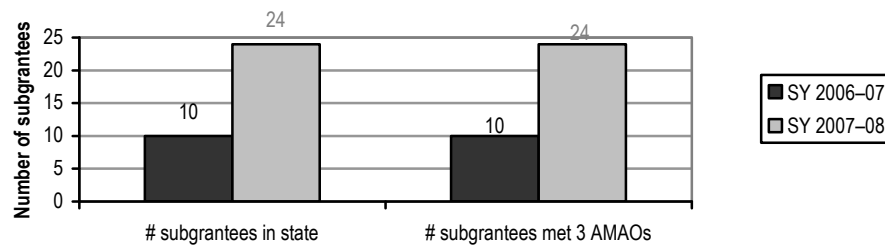
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: All subgrantees met all three AMAOs in both SY 2006–07 and SY 2007–08.

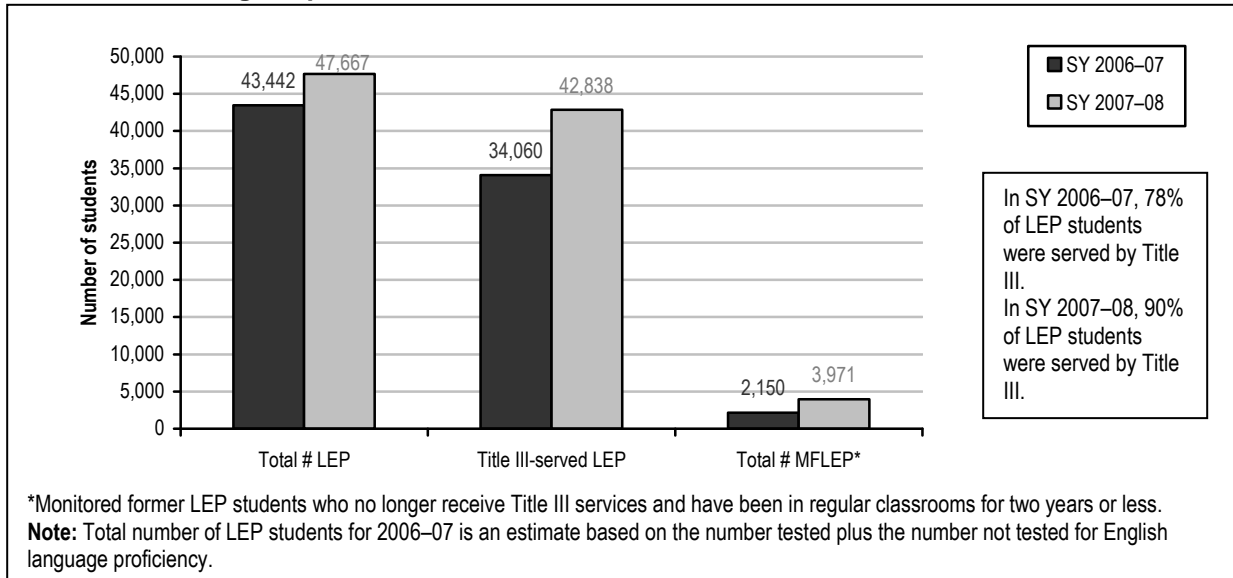
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$500,000**; in SY 2007–08, funding was **\$500,000**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it met all three AMAOs for SYs 2006–07 and 2007–08.

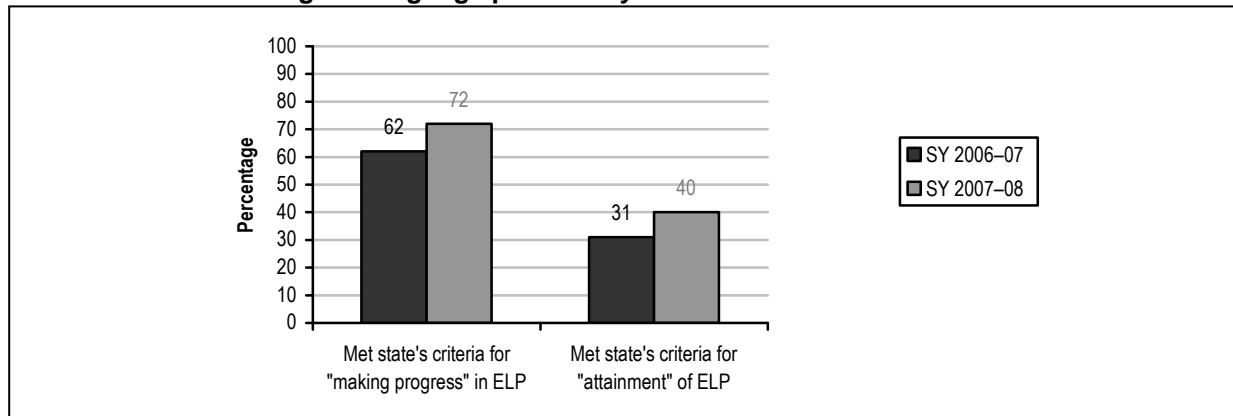
Wisconsin

Information on Limited English Proficient Students

Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



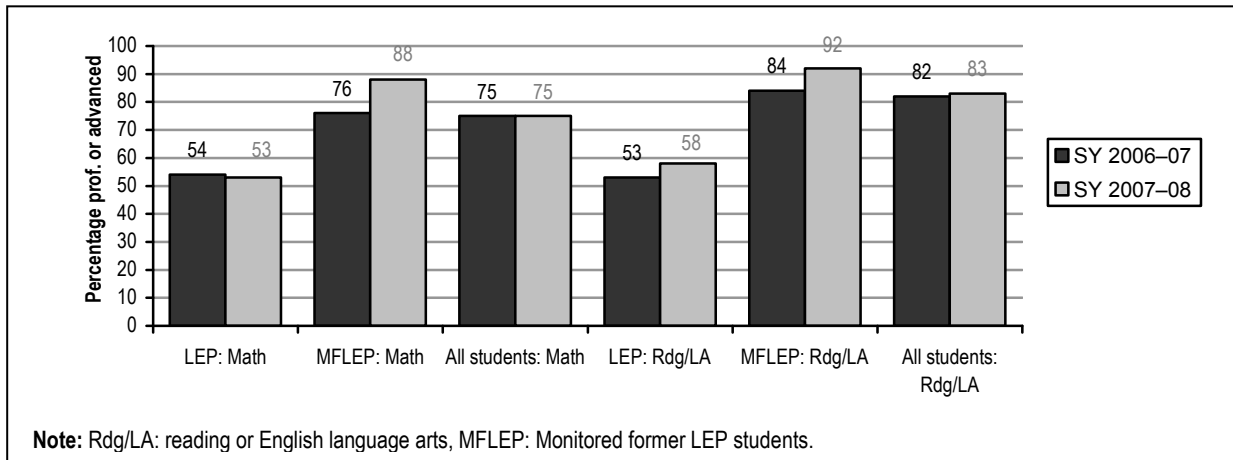
Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08



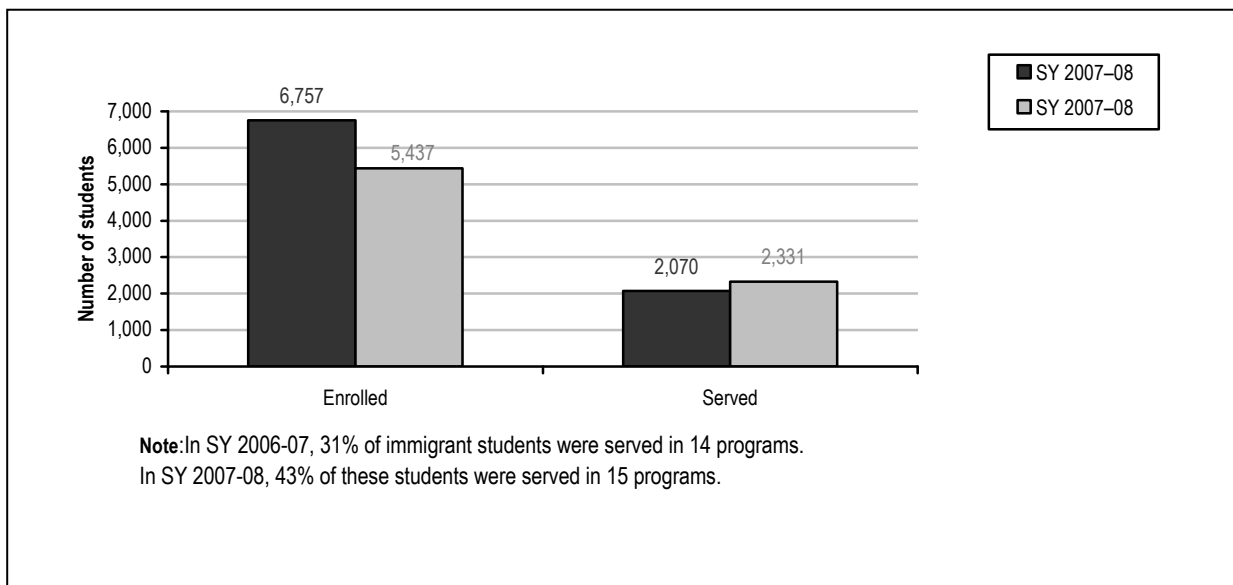
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Hmong	Russian	Standard Arabic	Mandarin Chinese
	25,011	10,878	453	374	366
SY 2007–08	Spanish	Hmong	Russian	Mandarin Chinese	Standard Arabic
	22,678	11,225	488	417	406

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08

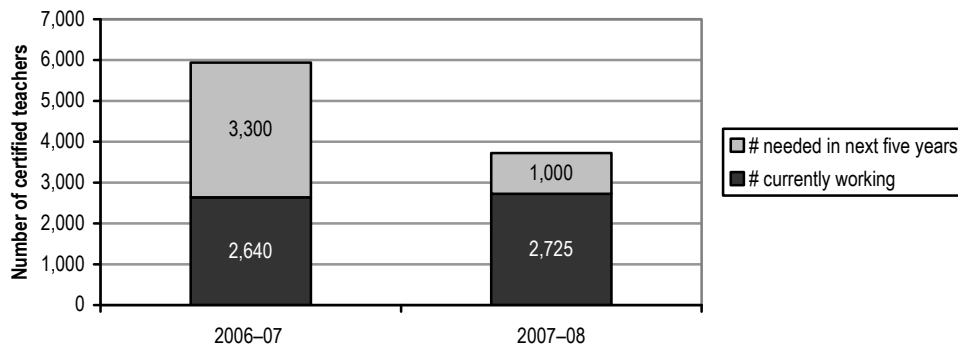


Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

SY 06-07	SY 07-08	LIEPs that use English and another language	SY 06-07	SY 07-08	LIEPs that use only English
✓	✓	Two-way immersion	✓	✓	Structured English immersion
✓	✓	Transitional bilingual	✓	✓	Sheltered English instruction
✓	✓	Dual language		✓	Specially Designed Academic Instruction in English (SDAIE)
✓	✓	Developmental bilingual	✓	✓	Content-based ESL
✓	✓	Heritage language	✓	✓	Pull-out ESL

Education Staff Information

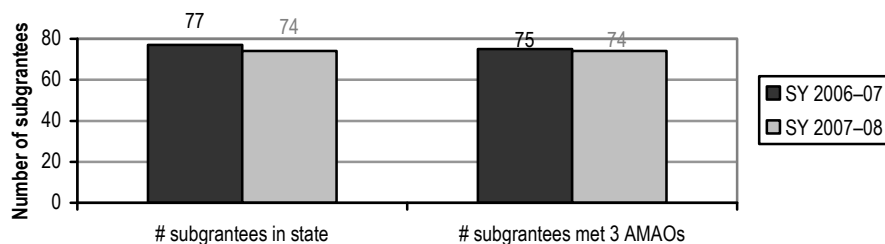
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006–07, 97% of subgrantees met all three AMAOs.
In SY 2007–08, all subgrantees met all three AMAOs.

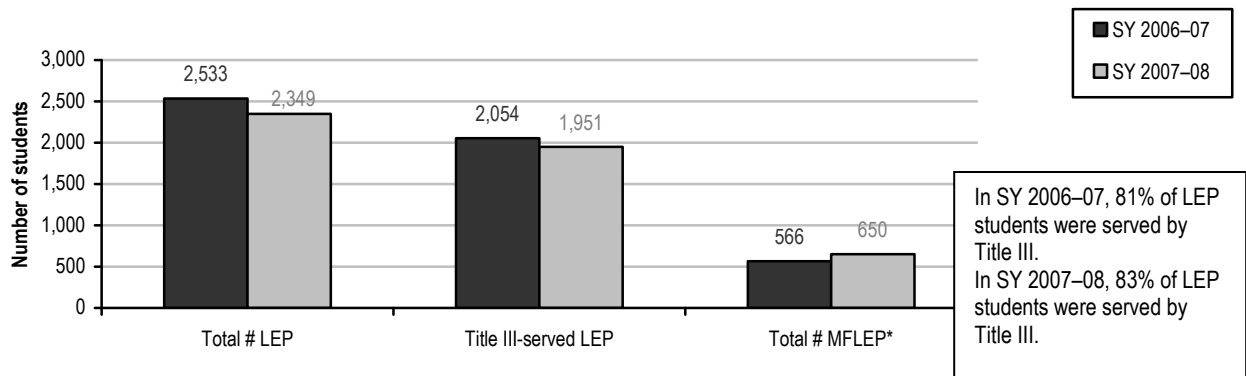
Additional state information:

- Title III funding for the state in SY 2006–07 was **\$6,258,643**; in SY 2007–08, funding was **\$6,007,535**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it met all three AMAOs in SY 2006–07 but not in 2007–08.

Wyoming

Information on Limited English Proficient Students

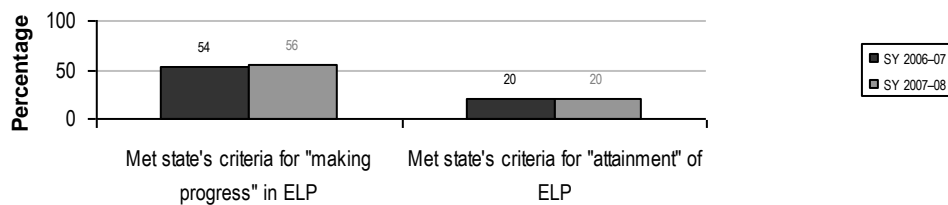
Number and percentage of limited English proficient students and monitored former limited English proficient students in the state: SYs 2006–07 and 2007–08



*Monitored former LEP students who no longer receive Title III services and have been in regular classrooms for two years or less.

Note: Total number of LEP students for 2006–07 is an estimate based on the number tested plus the number not tested for English language proficiency.

Percentage of students who made progress in English language proficiency and who attained English language proficiency: SYs 2006–07 and 2007–08

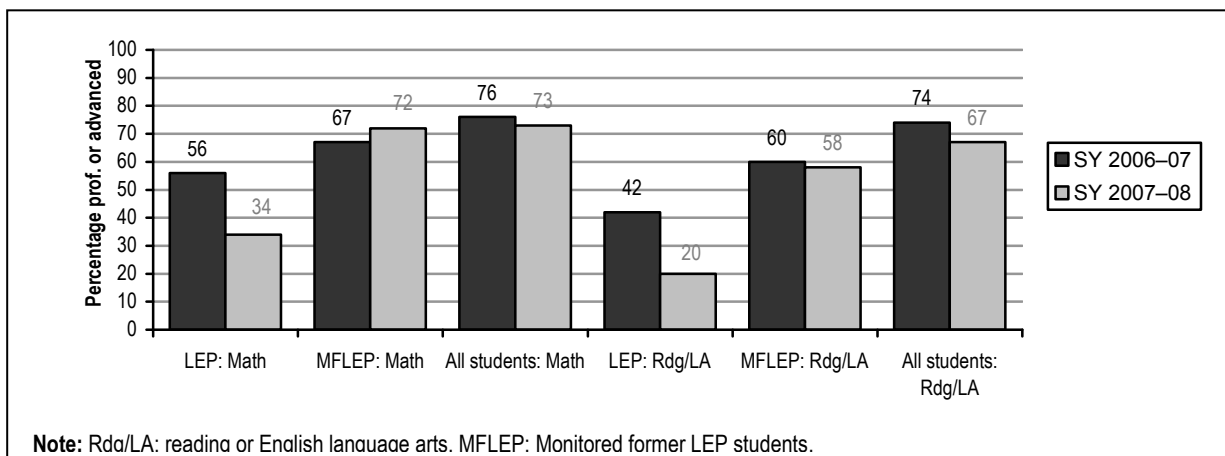


Note: SY 2006–07 figures are a percentage of all LEP students; SY 2007–08 figures are a percentage of Title III-served students.

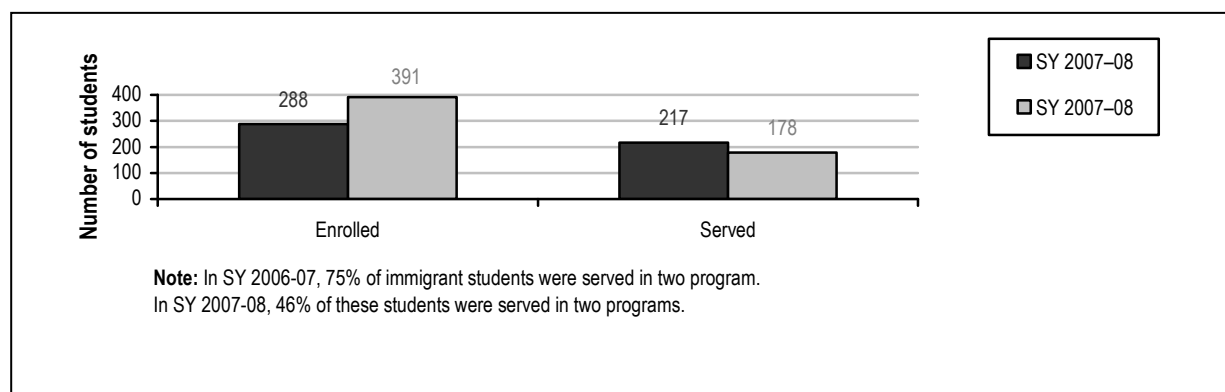
Five native languages most commonly spoken by limited English proficient students, by number of students: SYs 2006–07 and 2007–08

SY 2006–07	Spanish	Arapahoe	Armenian	Crow	Shoshone
	1,409	13	13	11	6
SY 2007–08	Spanish	Japanese	Hindi	Filipino	Mandarin Chinese
	1,578	9	7	6	5

Percentage of LEP, MFLEP, and all students proficient or advanced in academic content areas, by group: SYs 2006–07 and 2007–08



Number of immigrant students enrolled and number served by §3114(d)(1) subgrants: SYs 2006–07 and 2007–08



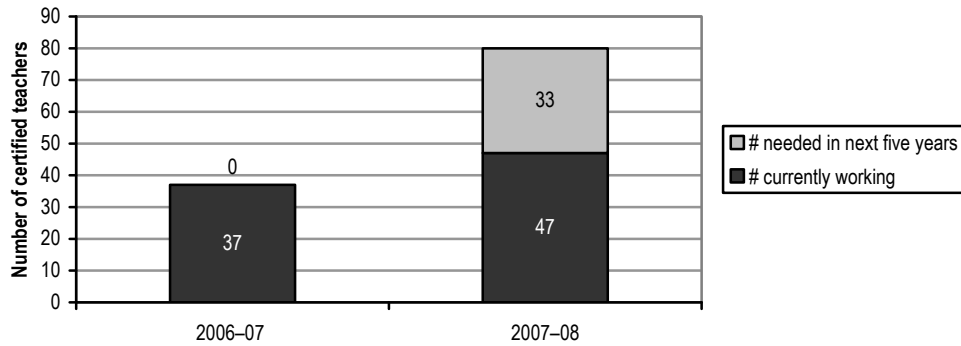
Most commonly used Language Instruction Educational Programs (LIEPs) in the state: SYs 2006–07 and 2007–08

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	Transitional bilingual	✓	Sheltered English instruction
	Dual language		Specially Designed Academic Instruction in English (SDAIE)
	Developmental bilingual	✓	Content-based ESL
✓	Heritage language	✓	Pull-out ESL

Note: The state reported that subgrantees used the same LIEPs during both years of this report.

Education Staff Information

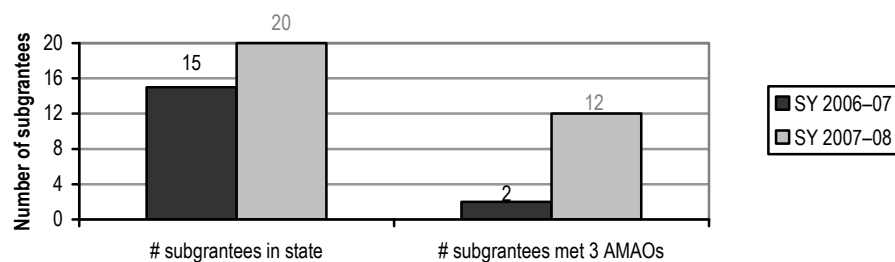
Number of certified teachers working with limited English proficient students and additional number needed in five years: SYs 2006–07 and 2007–08



Note: The variation in numbers may be due to several factors including changing economic situations that may encourage more LEP families to move to or from the state, the state changing the type of information used to determine the number of teachers needed, and new populations of LEP students arriving in the state due to changing world situations.

State and Subgrantee Information

Number of subgrantees in the state and number/percentage that met all three Annual Measurable Achievement Objectives (AMAOs): SYs 2006–07 and 2007–08



Note: In SY 2006-07, 13% of subgrantees met all three AMAOs.
In SY 2007-08, 60% met all three AMAOs.

Additional state information:

- Title III funding for the state in SY 2006–07 was **\$500,000**; in SY 2007–08, funding was **\$500,000**.
- No Title III programs or activities were terminated by the state for failure of implementation of achieving state goals during the report years.
- The state reported that it did not meet all three AMAOs in either SY 2006–07 or 2007–08.

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Consolidated State Performance Report, SY2007-08
http://www.ncela.gwu.edu/files/uploads/14/PartI_CSPR_SY2007_08.pdf.

Appendices

The two appendices referenced within the national overview of information are contained herein. These include a summary of results based on the required evaluation elements from the *ESEA*, as reauthorized, and a listing of states' explanations of their calculations for number of teachers in LIEPs that they anticipate needing in five years.

Appendix A: Summary of Results Organized According to the Nine Statute-based Report Elements

Title III of the *ESEA* requires that the secretary of education submit a report on the Title III State Formula Grant Program (also known as the English Language Acquisition State Grants program) to the Committee on Education and the Workforce of the House of Representatives, and the Committee on Health, Education, Labor, and Pensions of the Senate. This is the third such report submitted since the reauthorization of the *ESEA* as the *No Child Left Behind Act of 2001*. Section 3123 specifies nine reporting elements required to be included within the biennial report:

(b) Every second year, the Secretary shall prepare and submit to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate a report—

- (1) on programs and activities carried out to serve limited English proficient children under this part, and the effectiveness of such programs and activities in improving the academic achievement and English proficiency of children who are limited English proficient;
- (2) on the types of language instruction educational programs used by local educational agencies or eligible entities receiving funding under this part to teach limited English proficient children;
- (3) containing a critical synthesis of data reported by eligible entities to States under section 3121(a);
- (4) containing a description of technical assistance and other assistance provided by State educational agencies under section 3111(b)(2)(C);
- (5) containing an estimate of the number of certified or licensed teachers working in language instruction educational programs and educating limited English proficient children, and an estimate of the number of such teachers that will be needed for the succeeding 5 fiscal years;
- (6) containing the major findings of scientifically based research carried out under this part;
- (7) containing the number of programs or activities, if any, that were terminated because the entities carrying out the programs or activities were not able to reach program goals;
- (8) containing the number of limited English proficient children served by eligible entities receiving funding under this part who were transitioned out of language instruction educational programs funded under this part into classrooms where instruction is not tailored for limited English proficient children; and
- (9) containing other information gathered from the evaluations from specially qualified agencies and other reports submitted to the Secretary under this title when applicable.

Six of these elements are discussed in the main body of this report. In order to provide complete information, this appendix provides a short summary of the major findings of the report organized according to all nine of the statute-based reporting requirements of the *ESEA*.

1. Programs and activities carried out to serve limited English proficient children and the effectiveness of such programs and activities in improving the academic achievement and English proficiency of children who are limited English proficient

States provide language instruction educational programs (LIEPs) for LEP students so that these students can attain proficiency in English and access the same challenging academic content as their English proficient peers. A summary of the LIEPs provided by states is provided under number 2, below.

For each reporting year, states provided the percentage of students who made progress in learning English and the percentage who attained English proficiency (Table 6).

Over school years 2006–07 to 2007–08, 25 states and the District of Columbia reported an increase in the percentage of students who made progress in learning English. In addition, 30 states and the District of Columbia reported an increase in the percentage of students who attained English proficiency. Several of the states not reporting an increase indicated that they had changed or modified their assessment(s) and/or their standards; others reported the same percentages in both years.

It is more difficult to provide a summary of changes in academic achievement over time. States report on the academic achievement of students in grades 3–8 and in one high school grade (see Tables 7–9).

Over school years 2006–07 to 2007–08, 30 states and the District of Columbia reported an increase in the percentage of students in the LEP subgroup who scored "proficient" or above in reading/language arts. In addition, 28 states and the District of Columbia reported an increase in the percentage of students in the LEP subgroup who scored "proficient" or above in mathematics.

In general, two trends emerge from the data provided. First, LEP students tend to perform better in lower grades than in higher grades. Second, LEP students tend to perform at higher levels in tests of mathematics than they do in tests of reading/language arts.

2. Types of language instruction educational programs used to teach limited English proficient children

Subgrantees may offer LIEPs in which both English and another language are used to provide instruction for LEP students. Such programs were implemented by subgrantees in 37 states and the District of Columbia for school years 2006–07, and in school years 2007–08, were offered by subgrantees in 42 states and the District of Columbia.

Subgrantees also may offer programs in which instruction is provided only in English. These types of LIEPs were offered by subgrantees in 46 states and the District of

Columbia in SY 2006–07, while subgrantees in 50 states and the District of Columbia implemented such programs in SY 2007–08. (See Figures 2–4.)

3. Critical synthesis of data reported by eligible entities to States under section 3121(a)

Data required in §3121(a) relate to the reports that subgrantees provide to the state education agencies that issue the subgrants. There are four such data elements:

- A. A description of programs and activities carried out by entities using Title III funds (see number 2, above, for a synthesis).
- B. A description of the progress made by children in learning English and in meeting challenging state academic content and student academic achievement standards (see number 1, above, for a synthesis).
- C. Numbers and percentages of children who attained English proficiency by the end of the school year. See Table 6 for state-by-state percentages of LEP children who attained English proficiency; see number 8, below, for the total number of children who attained English proficiency.
- D. Progress made by children in meeting state academic content standards for 2 years after children exit LIEPs. Students who have exited LIEPs in the previous 2 years are known as MFLEP students. Table 10 provides the total number of MFLEP students in 2006–07 and in 2007–08, as well as their performance on assessments of mathematics and reading/language arts.

4. Description of technical assistance and other assistance provided by state educational agencies under section 3111(b)(2)(C)

The Consolidated State Performance Report data collection instrument did not collect these data for either the 2006–07 or the 2007–08 school years.

5. Estimate of the number of teachers currently working in LIEPs, and an estimate of the number of such teachers that will be needed for the succeeding 5 fiscal years

For school year 2006–07, states reported a total of 254,669 certified or licensed teachers working in Title III programs and states estimated needing an additional 55,867 teachers for SY 2011–12.

There were 255,801 such teachers reported for school year 2007–08 and states estimated needing an additional 67,140 teachers for the 2012–13 school year (see Figure 6.)

6. Major findings of scientifically based research carried out with Title III funds

The Consolidated State Performance Report data collection instrument did not collect these data for the 2006–07 and 2007–08 school years.

7. Number of programs or activities, if any, that were terminated because the entities carrying out the programs or activities were not able to reach program goals

For school year 2006–07, Pennsylvania terminated five Title III programs and another 10 programs in 2007–08. No other state reported terminating any program.

8. Number of limited English proficient children who were transitioned out of language instruction educational programs

For SY 2006–07, states reported that a total of 739,515 LEP children attained English proficiency.

For SY 2007–08, states reported that a total of 908,253 LEP children attained English proficiency.

9. Other information gathered from the evaluations from specially qualified agencies and other reports submitted to the secretary under this title when applicable.

No other information was gathered from specially qualified agencies in either year of this report.

No other reports were submitted to the secretary under Title III during either year of this report.

Appendix B: Comments From States on Calculations to Determine Number of Teachers Needed in Five Years

One of the CSPR elements requests states to provide the number of teachers currently working in Title III-funded programs, and the additional number they projected would be needed in five years (see Figure 6). Several states described how they calculated the projected number of additional teachers needed in five years. The explanations provided are as follows:

- "Additional certified teachers were calculated as a percentage based on growth in the LEP population;"
- "Over the last few years the average growth is 1,000 students per year. If that trend continues, with a class size of 20 to 1, at least 50 teachers will be needed per year;"
- "Used current number of LEP students and divided by student teacher ratio to get the number of Title III teachers that [state] should currently have and [state] used an 8 percent (the 8 percent was derived at by future and previous expectations) increase enrollment per year for the 5 years;"
- "The above numbers include only those teachers who hold the state requirements for ESL and bilingual. It does not include teachers who are licensed in other areas, but work with English Language Learners in a collaborative teaching model;" and
- "The State does not require core content teachers who teach [LEP] students to have an ESOL endorsement. Therefore the State does not collect such data. ESOL endorsed teachers are specialists who teach English Language Development in districts that have chosen the ESL Pull-out model. Elementary teachers without an ESOL endorsement who are classroom teachers with a basic or standard multiple-subject endorsement-type license may also teach ESOL. Due to these allowances by the State Licensing Commission Teacher Standards and Practices Commission it is difficult to estimate the number of teachers needed for the next 5 years."

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